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ABSTRACT

The reading activities collected in this handbook were used in parent workshops organized to increase the involvement of parents of Italian descent in teaching their children reading skills. The goal of the lessons was to increase parents' activities directed toward reading skills and to familiarize parents with what their children were learning in school. The 235 activities in the handbook are designed to implement 102 specific educational skills. Skills in the following areas are included: auditory and visual perception, vocabulary development, oral expression, phonic analysis, structural word attack, and word and text comprehension. Also covered are higher order skills, such as finding and classifying information using various texts, outlining, taking notes, and interpreting text. Information is given on the levels appropriate for each skill, which range from preschool to eighth grade. Each activity is described in terms of the skill to be taught, the title and objective of the activity, the materials and preparation needed to implement the activity, and directions to parents. For some activities, sample materials are also included. (CB)

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Reading Skills and Activities for the Italian American Parent Training Institutes of New York City and Boston Public Schools

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November 1983
The National Italian American Foundation

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Reading Skills

*R	K	1	2	3	4	5	6	7	8	
										I. Perceptive Skills
										A. Auditory
X	X									1. To increase a child's awareness of sounds in the environment.
X	X	X								2. To enable a child to follow directions.
X	X	X								3. To introduce children to the sequence of letters in the alphabet.
X	X									4. To develop auditory discrimination in children by their reproduction of 2-3 syllable words.
	X	X								5. To enable a child to hear sounds at the beginning, middle and end of a word.
	X									6. To develop auditory discrimination in children by their listening to varying word lengths.
	X	X								7. To develop auditory discrimination in children by listening to rhyming words.
		X	X							8. To have a child auditorily distinguish vowels from consonants.
			X	X						9. To have children identify the number of sounds in spoken words.
		X	X							10. To encourage a child to listen for details.
										B. Visual
X	X									1. To increase a child's ability to identify objects by labelling pictures.
	X	X								2. To enable children to recognize sizes, shapes and colors.
	X	X								3. To develop a child's left-to-right eye movements when reading.
										II. Vocabulary
										A. Word Recognition
X	X									1. To increase a child's interest in words by noting the use of words in everyday life.
	X									2. To enable a child to recognize his or her name in print.
	X	X								3. To develop a child's recognition of letters.
	X	X								4. To develop a child's recognition of numbers.
	X	X								5. To have children able to match letters.
		X								6. To have children able to match words.
		X								7. To have children able to match numbers.
		X	X							8. To have children able to match phrases and sentences.
		X	X							9. To have children able to match capital and small letters.
		X	X							10. To help the child increase his or her knowledge of sight words.
										B. Word Meaning
	X	X								1. To encourage a child to orally convey his ideas to others.
	X	X								2. To have a child associate words with pictures.
		X	X							3. To enable a child to identify new words through picture clues.

*R = Readiness

R	K	1	2	3	4	5	6	7	8	
	X	X	X	X	X	X	X	X	X	III. Meanings
	X	X	X	X	X	X	X			A. Interest
										1. To encourage a child's interest in learning to read.
										2. To encourage a child's interest in reading by reading to him or her.
		X	X	X	X					3. To increase a child's attention span.
		X	X							4. To encourage a child to work independently for short periods of time.
										B. Ability
		X	X	X	X					1. To develop a child's ability to identify the names of characters, to detect main ideas and to draw conclusions form listening to stories.
		X	X	X						2. To develop a child's sequencing skills.
										IV. Oral Expression
			X	X	X					A. To encourage a child to speak spontaneously.
			X	X	X					B. To develop a child's ability to use complete sentences.
			X	X						C. To develop a child's speaking skills through the repetition of short sentences.
				X	X	X				D. To encourage oral expression by having a child make up endings to stories that they have heard.
			X	X	X					E. To increase a child's speaking vocabulary.
			X	X	X	X	X	X		F. To develop a child's ability to predict outcomes.
										WORD ATTACK SKILLS
										I. Phonic Analysis
			X	X	X					A. To develop a child's recognition of single consonants in the initial, medial and final positions.
			X	X	X					B. To develop a child's recognition of consonant blends in the initial and final positions.
			X	X	X					C. To develop a child's recognition of consonant digraph sounds.
			X	X	X					D. To enable children to discriminate between long and short vowel sounds.
				X	X					E. To develop a child's recognition of vowel digraph sounds.
				X	X	X				F. To enable children to recognize the sounds of various diphthongs.
					X	X				G. To develop a child's understanding of the effects of the silent "E".
										II. Structural Word Attack Skills
				X	X	X	X			A. To develop a child's understanding of how prefixes can affect word meanings.
				X	X	X	X			B. To have a child identify root words.
					X	X	X			C. To explain the concept of possessives to a child and demonstrate how they are formed.
					X	X	X			D. To introduce a child to various word endings (such as verb tenses and comparison of adjectives) and explain how these endings affect word meanings.

R	K	1	2	3	4	5	6	7	8	
				X	X	X	X			II. Structural Word Attack Skills (cont.) E. To Develop and provide practice with contractions.
				X	X	X	X			F. To provide a child with an understanding of the concept and structure of compound words.
					X	X	X			G. To develop a child's understanding of the proper use of suffixes.
			X	X	X	X	X			H. To present a child with rules on dividing words into syllables.

COMPREHENSION

										I. Word
		X	X	X	X	X	X	X	X	A. To develop a child's comprehension skills through the use of context clues.
		X	X							B. To enable a child to use configuration clues in identifying words.
			X	X	X	X	X	X	X	C. To enable a child to break words into component parts in order to identify them.
			X	X	X	X	X	X	X	D. To enable a child to effectively use the dictionary.
				X	X	X	X	X	X	E. To become knowledgeable about synonyms, antonyms, homonyms and homographs.
				X	X	X	X			F. To provide children with practice in identifying key words.
										II. Text
			X	X	X	X	X	X	X	A. To enable a child to fill in missing words or information based on context clues.
							X	X	X	B. To be able to identify idioms and understand their meanings.
			X	X	X	X	X	X	X	C. To enable a child to identify an author's main idea.
				X	X	X	X	X	X	D. To enable a child to find major and minor details in paragraphs.
			X	X	X	X	X	X	X	E. To have a child perceive the relationship between cause and effect when reading stories.
				X	X	X	X	X	X	F. To enable a child to make judgments about characters, situations, etc.
					X	X	X	X	X	G. To develop a child's ability to summarize.

ORGANIZATIONAL SKILLS

			X	X	X	X	X	X	X	I. To develop a child's ability to classify information.
						X	X	X	X	II. To develop a child's ability to outline.
						X	X	X	X	III. To enable a child to detect major patterns of paragraph organization.
					X	X	X	X	X	IV. To develop a child's note taking skills.

STUDY SKILLS

R	K	1	2	3	4	5	6	7	8		
						X	X	X	X	I.	To have a child understand and be able to use the SQ3R (Survey, question, read, review, recite) study method.
				X	X	X	X	X	X	II.	To enable a child to find needed information by using tables of contents, dictionaries, indexes, encyclopedias, maps, charts and graphs.
					X	X	X	X	X	III.	To demonstrate to children the most effective ways to use the card catalog.
					X	X	X	X	X	IV.	To familiarize a child with other publications containing information such as almanacs, telephone books, etc.

INTERPRETATION SKILLS

				X	X	X	X	X	X	I.	To develop a child's ability to draw conclusions from reading material.
						X	X	X		II.	To develop a child's ability to distinguish fact from opinion.
						X	X	X		III.	To develop a child's ablity to detect propaganda.
				X	X	X	X	X	X	IV.	To develop a child's ability to predict the outcome of a situation.
					X	X	X	X	X	V.	To provide children with the opportunity to analyze situations and express their opinions.
	X	X	X	X						VI.	To develop a child's oral reading skills.
				X	X	X	X	X	X	VII.	To develop a child's silent reading skills.

SKILL: Awareness of Sounds in the Environment

TITLE: Picture Sounds

OBJECTIVE: To have the children become more aware of sounds in the environment.

MATERIALS: Pictures of objects that make sounds.

PREPARATION: Collect pictures of objects that make sounds. Animals and transportation carriers are just two possibilities.

DIRECTIONS: Show your child a picture and ask him or her to make the sound of the item in the picture.

SKILL: Awareness of Sounds in the Environment

TITLE: Name the Sounds

OBJECTIVE: To increase a child's awareness of sounds in the environment.

MATERIALS: A list of situations where sounds occur. A playground, a beach, an airport and zoo might be some examples to start with.

PREPARATION: Create a list of situations where sounds occur.

DIRECTIONS: Present a situation where noises occur to your child. Ask him or her to list some of the noises that might be heard in that situation.

SKILL: Awareness of Sounds in the Environment.

TITLE: Identify that Sound.

OBJECTIVE: To have the children become aware of different sounds in the environment.

MATERIALS: Tape recorder and a tape with various sounds on it.

PREPARATION: Put a variety of sounds on a blank tape.

DIRECTIONS: Have your child listen to the tape and identify the sounds on the tape.

SKILL: Follows Directions

TITLE: Simon Says

OBJECTIVE: To have a child follow directions.

MATERIALS: None

PREPARATION: None

DIRECTIONS: One child is selected to be in the center of the circle. He or she will either say "Simon says do this" or simply "Do this " and accompany those sentences with an action to be copied. When the child says "Simon says do this," the children are supposed to copy the action. However, when the child says simply "Do this," the children are not supposed to copy the action. If a child copies the action when only "Do this" is said, he or she is out of the game. The last child left is the winner.

SKILL: Follows Directions

TITLE: Mother, May I ?

OBJECTIVE: To have children follow directions.

MATERIALS: None

PREPARATION: None

DIRECTIONS: One child is selected to be "Mother." This child turns his or her back to the group and moves about 15 feet from the other children. Each child in turn then asks "Mother, may I take . . . (a baby step, a giant step, a leap, etc.) and "Mother" either responds "Yes, you may" or "No, you may not." The children may try to sneak up on "Mother" while her back is turned in order to get ahead. If "Mother" does not see them, they may stay where they are. However, if "Mother" turns around and catches them moving without saying "Mother, May I," that child must go back to the beginning. The first child to reach "Mother" is the winner and then becomes the "Mother".

SKILL: Follows Directions

TITLE: Fix a Simple Meal

OBJECTIVE: To have a child follow directions.

MATERIALS: This will depend on the meal to be fixed.

PREPARATION: Select a simple meal that your child can help prepare. Soup and sandwiches might be a good start. Gather all necessary ingredients.

DIRECTIONS: Ask your child to make a meal. Tell him or her what needs to be done and then have him or her complete each step.

SKILL: Recite the Alphabet

TITLE: Listening to the Alphabet

OBJECTIVE: To introduce children to the alphabet.

MATERIALS: Tape recorder, blank tape.

PREPARATION: Tape record the alphabet onto the blank tape.

DIRECTIONS: Ask your child to listen to the alphabet on the tape recorder.

SKILL: Reciting the Alphabet

TITLE: Alphabet Song

OBJECTIVE: To reinforce the sequence of the letters in the alphabet.

MATERIALS: None.

PREPARATION: Select a song to which your child can sing the alphabet.

DIRECTIONS: Ask your child to sing the alphabet in tune to the song you selected.

SKILL: Reciting the Alphabet

TITLE: Repeat the Alphabet

OBJECTIVE: To reinforce the sequence of letters in the alphabet.

MATERIALS: None

PREPARATION: Arrange a time for your child and some family members or friends to play this game.

DIRECTIONS: The first person in the group says the letter "a." The second person says "a,b." The third person says "a,b,c " and this procedure continues until the alphabet is completed. You can make your own rules about what to do if someone says the wrong letter.

SKILL: Reproducing 2-3 Syllable Words

TITLE: Repeat the Word

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A list of 2 and 3 syllable words

PREPARATION: Prepare a list of two and three syllable words.

DIRECTIONS: Say a word on your list to your child and have them repeat it. Continue this procedure until you have practiced all the words on your list.

SKILL: Reproducing 2-3 Syllable Words

TITLE: Say the Word.

OBJECTIVE: To develop auditory discrimination.

MATERIALS: Tape recorder, a tape which has 2 and 3 syllable words recorded on it.

PREPARATION: Record on a tape 2 and 3 syllable words.

DIRECTIONS: Ask your child to repeat the word that he or she hears on the tape.

SKILL: Reproducing 2-3 syllable words.

TITLE: Pass the Word.

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A list of 2 and 3 syllable words.

PREPARATION: Prepare a list of 2 and 3 syllable words.

DIRECTIONS: Divide the children into two groups. Whisper the word to the first child in each group and have them whisper it to the next child. Continue this procedure until the word reaches the last child. Have the last child say the word out loud. The team that correctly "passes" the most words is the winner.

SKILL: Able to Hear Sound (at the beginning of a word)

TITLE: Which Word Begins Differently

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A worksheet with several series of words on them.

PREPARATION: Make a list of words that begin with the same sounds. Add some words to the list with different beginning sounds.

DIRECTIONS: Read a series of four words to your child, three of which have the same beginning sound and the fourth one having a different sound. Ask your child to tell you which word begins with a different sound than the others.

SKILL: Able to Hear Sound (in the middle of a word)

TITLE: Listen Carefully!

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A list of words or sounds that sound the same in the middle of the word or sound.

PREPARATION: Compile a list of words and sounds that sound the same in the middle of the word or sound. Arrange for your child and some friends to play this game.

DIRECTIONS: Divide the children into two teams. Tell them you will list a series of words or sounds that sound the same in the middle. You will also include one word or sound that is different in the middle than the rest. Tell the children that the first team to say the word or sound that is different scores a point. The team with the most points at the end of the game is the winner.

SKILL: Able to Hear Sound (at the end of a word)

TITLE: Matching Ending Sounds

OBJECTIVE: To develop auditory discrimination.

MATERIALS: Pictures or drawings that have the same ending sounds, construction paper or cardboard, sicissors, glue.

PREPARATION: Cut out pictures or drawings and past them on 2" squares of construction paper or cardboard. Make sure that each picture has the same ending sound as at least one other picture.

DIRECTIONS: Ask your child to match the pictures of words that have the same ending sounds. Have him or her say the words to you to make sure they are correct.

SKILL: Can Hear the Length of Words

TITLE: Which is the Longest Word?

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A list of words with varying lengths.

PREPARATION: Compile a list of words with varying lengths.

DIRECTIONS: Present two or three words of varying lengths to your child. Ask him or her to tell you which word is the longest.

SKILL: Can Hear the Length of Words

TITLE: Distinguishing Word Lengths

OBJECTIVE: To develop auditory discrimination.

MATERIALS: Tape recorder, tape.

PREPARATION: Record a list of words in series of two words.

DIRECTIONS: Listen to the tape and after each series of two words, ask your child to tell you which word is longer.

SKILL: Can Hear the Length of Words

TITLE: Make a Longer (Shorter) Word

OBJECTIVE: To develop auditory discrimination.

MATERIALS: A list of one, two and three syllable words.

PREPARATION: Prepare a list of one, two and three syllable words.

DIRECTIONS: Select a word and say to your child "Tell me a word that is longer (shorter) than the word _____."

SKILL: Rhyming Words

TITLE: Rhyming Words

OBJECTIVE: To help children reinforce rhyming sounds.

MATERIALS: None

PREPARATION: None

DIRECTIONS: Say "How many words can you think of that rhyme with _____" and let your child respond. You can do this one as a cooperative effort or take turns asking and answering, whichever suits your child and your mood.

SKILL: Rhyming Words

TITLE: Pantomime Quiz

OBJECTIVE: To have children hear and identify rhyming words.

MATERIALS: A list of simple words which rhyme and a list of other words which children can act out. Some examples include:

fun (sun, gun, run, nun)
pump (jump, thump, lump, clump, stump)
say (gay, hay, day, lay, pay, ray)
hill (pill, rill, still, bill)
rat (sat, pat, fat, mat)
rock (clock, tick-tock, mock, block, sock, dock)
Ned (bed, red, head, dead, Fred)
duck (stuck, luck, tuck)
hit (mit, pit, sit, lit, bit)

PREPARATION: Add any words to the above list that you can think of.

DIRECTIONS:
1. As each word is dictated to the group, the pupils think of action words which rhyme and pantomime those words.
2. Other pupils guess the words being pantomimed and say the word. After several words have been pantomimed, the entire group repeats the rhyming words.

SKILL: Rhyming Words

TITLE: I'm Thinking of a Word.

OBJECTIVE: To have children develop and reinforce auditory perception of rhyming words.

MATERIALS: None

PREPARATION: Prepare a list of rhyming words.

DIRECTIONS:
1. Say something like "I'm thinking of a word that rhymes with UP" or "I'm thinking of something you drink out of that rhymes with UP."
2. Have child respond with the word.

SKILL: Identification of Vowels and Consonants

TITLE: Vowel Sounds

OBJECTIVE: To determine which words begin with vowels.

MATERIALS: A list of words beginning with both vowels and consonants.

PREPARATION: Compile a list of words beginning with both vowels and consonants.

DIRECTIONS: Read the list of words to your child and ask him or her to raise his or her hand every time you say a word beginning with a vowel.

SKILL: Identification of Vowels and Consonants

TITLE: Vowel or Consonant?

OBJECTIVE: To determine whether a word ends with a vowel or consonant.

MATERIALS: Tape recorder, tape, list of words.

PREPARATION: Type a list of words ending in both vowels and consonants onto the tape.

DIRECTIONS: Ask your child to listen to the tape and then tell you whether each word ends in a vowel or consonant.

SKILL: Identification of Vowels and Consonants

TITLE: Consonant Sounds

OBJECTIVE: To determine which words begin with consonants.

MATERIALS: A list of words beginning with consonants and vowels.

PREPARATION: Compile a list of words beginning with vowels and consonants.

DIRECTIONS: Read the list of words to your child and ask him or her to raise his or her hand every time you say a word beginning with a consonant.

SKILL: Knows Number of Sounds in Spoken Words

TITLE: How Many Sounds?

OBJECTIVE: To be able to identify the number of sounds in spoken words.

MATERIALS: None.

PREPARATION: None.

DIRECTIONS: While you are out shopping or playing with your child, point to a particular object and ask your child to tell you the number of sounds that make up the name of the object.

SKILL: Knows Number of Sounds in Spoken Words

TITLE: Tell Me the Number of Sounds

OBJECTIVE: To be able to identify the number of sounds in spoken words.

MATERIALS: A list containing words of varying lengths.

PREPARATION: Compile a list of words of varying lengths.

DIRECTIONS: Read a word from your list to your child. Ask him or her to tell you how many sounds there are in each word you read.

SKILL: Knows Number of Sounds in Spoken Words

TITLE: Count the Sounds

OBJECTIVE: To be able to identify the number of sounds in spoken words.

MATERIALS: Tape recorder, tape, list of one, two and three syllable words.

PREPARATION: Tape your list onto the tape, allowing a short pause between each word. You may want to start with one syllable words and then go onto two syllable words, etc.

DIRECTIONS: Ask your child to listen to the tape and then after each word, tell you how many sounds are in each word.

SKILL: Listens for Specific Details

TITLE: Listening to a Record

OBJECTIVE: To encourage a child to listen for details.

MATERIALS: Record player, records, list of details to listen for.

PREPARATION: Select some records which would be good for listening for details. An example might be having your child listen for animal sounds in the song "Old MacDonald Had A Farm." Select some details for your child to look for.

DIRECTIONS: Ask your child to listen to a record and look for specific details in the record.

SKILL: Listens for Specific Details

TITLE: Listening for Details

OBJECTIVE: To encourage a child to listen for details.

MATERIALS: Tape recorder, recorded tape.

PREPARATION: Record a story for your child to listen to. Pick out specific details that you want your child to listen for.

DIRECTIONS: Tell your child that you would like him or her to listen to a story and to look for specific details. After listening to the story ask your child to tell you about what he or she heard.

SKILL: Listens for Specific Details

TITLE: Take a Trip

OBJECTIVE: To encourage a child to listen for details.

MATERIALS: None

PREPARATION: Arrange to take your child on a guided field trip.

DIRECTIONS: Go on the field trip and talk with your child along the way about what to look for when you arrive. After the field trip, ask your child to recall the details he or she looked for.

SKILL: Labelling - Knows Names of Pictures

TITLE: What's in this Picture?

OBJECTIVE: To increase a child's ability to identify objects.

MATERIALS: A variety of pictures with several items in them.

PREPARATION: Select some pictures to show to your child.

DIRECTIONS: Point to the various objects in the pictures and ask your child to identify them.

SKILL: Labelling - Knows Names of Pictures

TITLE: Grocery Store

OBJECTIVE: To increase a child's ability to identify objects.

MATERIALS: Cans and packages of food items.

PREPARATION: Gather some cans and packages of food items that have pictures on the labels.

DIRECTIONS: Ask your child to identify what's in the can based on the pictures on the label.

SKILL: Labelling Knows Names of Pictures.

TITLE: Pictures on the Road

OBJECTIVE: To increase a child's ability to identify objects.

MATERIALS: None

PREPARATION: None

DIRECTIONS: When you are out shopping or driving with your child, point to the various pictures along the way and ask your child to identify what is in the picture.

SKILL: Recognition of Sizes

TITLE: Which is larger?

OBJECTIVE: To have children be able to distinguish objects or pictures of objects which are larger or smaller than others.

MATERIALS: Either lifesize objects or worksheets with pictures of large and small objects.

PREPARATION: Either collect a group of lifesize objects or collect pictures or drawings. Separate the objects or pictures into groups of two or three varying sizes.

DIRECTIONS: Have the child either point to or draw a line through the larger object.

SKILL: Color Identification

TITLE: Booklets and Charts

OBJECTIVE: To have children learn to match colors.

MATERIALS: Small booklet, circles of various colors, pictures and objects of various colors that match the color circles, glue. Suggestions for color booklets include colored cars, vegetables, fruit, flowers, toys, etc.

PREPARATION: Paste one color circle on each page of the small booklet.

DIRECTIONS:
1. Have children put the pictures and objects under the appropriate color.
2. When the children are able to print, they can write the name of the color.

SKILL: Recognition of Shapes

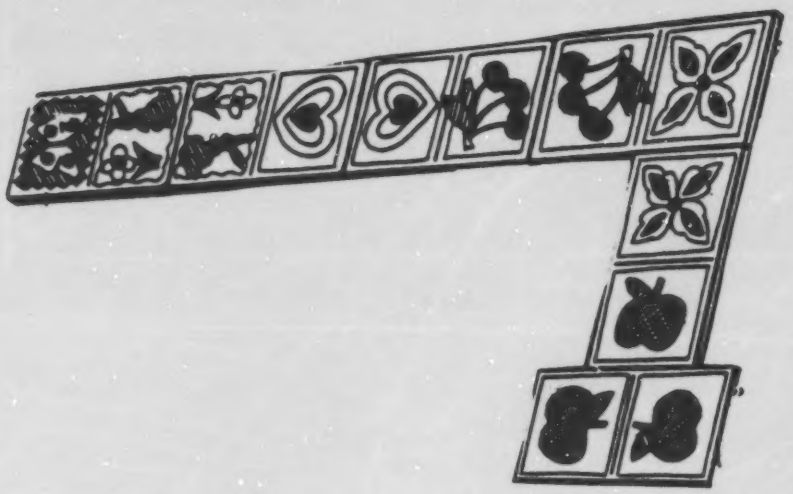
TITLE: Picture Dominoes

OBJECTIVE: To have children match similar shapes or designs

MATERIALS: Construction paper, pictures or crayons, clear self-adhesive contact paper.

PREPARATION: Cut 2x4 rectangles and place or draw two pictures on each rectangle. Some rectangles should have pictures that are alike and others should have pictures that are different. Cover with contact paper.

DIRECTIONS: Each child draws six cards and plays the game as in dominoes.



SKILL: Left to Right Eye Movement

TITLE: Move the Strip from Left to Right

OBJECTIVE: To develop left-to-right eye movements

MATERIALS: Construction paper or cardboard, scissors, clear contact paper.

PREPARATION: Cut a 4x4" square and put a slit in the middle of it. Then cut an 8" strip that can fit through the slit.

DIRECTIONS: Ask your child to practice pulling the strip through the slit in a left-to right direction.

SKILL: Left to Right Eye Movement

TITLE: Stringing Beads

OBJECTIVE: To develop left-to-right eye movements

MATERIALS: A long piece of string and beads that can be strung.

PREPARATION: Obtain string and beads.

DIRECTIONS: Ask your child to string beads in a left-to-right motion.

SKILL: Left to Right Eye Movement

TITLE: Left to Right Movements

OBJECTIVE: To develop left-to-right eye movements in children.

MATERIALS: Any printed material, marker.

PREPARATION: Collect marker and reading material.

DIRECTIONS: Ask your child to follow across the printed lines with the marker in a left-to-right motion.

SKILL: Interest in Words

TITLE: People's Names

OBJECTIVE: To increase a child's interest in words.

MATERIALS: Index Cards, pen.

PREPARATION: Write the names of significant people in your child's life on the index cards.

DIRECTIONS: Spend some time with your child pointing out the various names on the cards and then asking your child to repeat the name. After awhile, point to a card and ask your child to say the name.

SKILL: Interest in Words

TITLE: Labelling Household Items

OBJECTIVE: To increase a child's interest in words.

MATERIALS: None

PREPARATION: Think about items around your house that you and your child can label.

DIRECTIONS: Spend some time with your child discussing the names of objects around your house.

SKILL: Interest in Words

TITLE: Noticing Signs

OBJECTIVE: To increase a child's interest in words.

MATERIALS: None

PREPARATION: None

DIRECTIONS: When you are out with your children, ask them to notice signs and talk about the words on the signs and what the signs mean.

SKILL: Recognizes Own Name In Print

TITLE: Pick Out Your Name

OBJECTIVE: To help a child recognize his or her name in print.

MATERIALS: Index cards, pen.

PREPARATION: Write the names of various family members on the index cards.

DIRECTIONS: Ask your child to go through the index cards and select the card with his or her name on it.

SKILL: Recognizes Own Name In Print.

TITLE: Can You Find Your Name?

OBJECTIVE: To help a child recognize his or her name in print.

MATERIALS: None

PREPARATION: Plan a trip to a store that has personalized stationery, mugs or pens.

DIRECTIONS: Go to the store and show your child the personalized stationery, mugs or pens. Ask your child to show you the one with his or her name on it.

SKILL: Recognizes Own Name In Print

TITLE: Where is your name?

OBJECTIVE: To help a child recognize his or her name in print.

MATERIALS: A list of names, paper, pen.

PREPARATION: Write a list of names including your child's name and some family members and friends' names.

DIRECTIONS: Show your child the list and ask him or her to find his or her name on the list.

SKILL: Letter Recognition

TITLE: Picture Dictionary

OBJECTIVE: To have children be able to identify individual letters.

MATERIALS: Newsprint or construction paper, stapler.

PREPARATION: Staple enough pages together so that each letter has a page.

DIRECTIONS:

1. Have children design a cover for their picture dictionary.
2. Have children print or cut out the letters of the alphabet and put one on each page.
3. The children may then draw pictures in the book that begin with each letter or they may cut out pictures to put under the proper letter.
4. As the child learns to write, he or she may write the name of the object under the picture.

SKILL: Letter Recognition

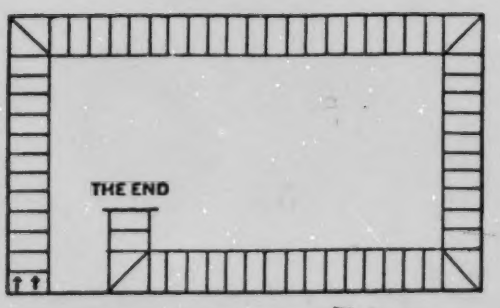
TITLE: Letters Grab Bag Game

OBJECTIVE: To have children learn letter names by reading sight words.

MATERIALS: A bag (a lunch bag will do fine), 52 white cardboard two-inch squares with two sets of uppercase letters (and numbered from one to five on the reverse), four red squares, four green squares, gameboard, small markers to move around the board (bolts, thimbles, rocks or small plastic toys are possibilities).

PREPARATION:
1. Cut 52 two-inch white squares and label with the alphabet on one side a number from one to five on the other side.
2. Cut four green squares and four red squares.
3. Make a gameboard.
4. Collect small markers and bag.

DIRECTIONS:
1. Put all the letter squares and the red and green squares into the bag.
2. Each person draws a square to see who goes first. If there is a tie, draw again.
3. Each player in turn then draws a letter, names the letter, and then moves the number of spaces indicated on the back of the letter. (Sometimes the game is played that if you don't know the letter, you don't get to move). If a player draws a red square, he or she loses a turn. If a green square is drawn, an extra turn is gained.
4. As each square is drawn, lay it aside - do not put it back in the bag. If all the squares are used before the end of the game, put them back in the bag.
5. The game is over when a player reaches THE END. You can make up your own rules about whether you need the exact number to finish.



LETTER SQUARES

FRONT

BACK

SKILL: Letter Recognition

TITLE: Win My Cards Game

OBJECTIVE: To have children learn letter names.

MATERIALS: Construction paper, magic marker, clear self-adhesive paper.

PREPARATION: Cut 52, 3 inch squares and put an upper case or lower case letter on each card. Cover with clear self-adhesive paper.

DIRECTIONS: Have a stack of letter cards and turn through them one at a time. As you place each card face up in a pile, the child has a chance to win your card by naming the letter. Those he/she names correctly he/she gets. Those he/she misses you keep (once you tell her the name of the letter he/she missed). At the end of the game count up his/her score in number of cards. It helps to ham it up, with exaggerated anguish or glee-especially as he/she gets more and more cards from your dwindling supply. You're both working toward the day when he/she wins all the cards.

Important: You should begin with a limited set of cards-just the ones your child knows and a few others that he/she might or might not know. The child should almost always get more cards than you do. Add cards as you go along.

SKILL: Knows Names of Numbers

TITLE: Name That Number!

OBJECTIVE: To have children recognize number names.

MATERIALS: None

PREPARATION: None

DIRECTIONS: When you are out with your child, ask him or her to notice the numbers on houses, buildings, license plates, traffic signs, etc. Have him or her read the numbers to you.

SKILL: Knows Names of Numbers

TITLE: Win My Cards Game

OBJECTIVE: To have children recognize number names.

MATERIALS: Construction paper or index cards, pen, scissors.

PREPARATION: Cut out 2" squares and put the numbers from 0-9 on them. Depending on the age of your child, you may need higher numbers as well.

DIRECTIONS: Have a stack of number cards and turn through them one-at a time. As you place each card face up in a pile, the child has a chance to win your card by naming the number. Those she names correctly she gets. Those she misses you keep (once you tell her the name of the letter she missed). At the end of the game count up her score in number of cards. It helps to ham it up, with exaggerated anguish or glee - especially as she gets more and more cards from your dwindling supply. You're both working toward the day when she wins all the cards.

Important: You should begin with a limited set of cards - just the ones your child knows and few others that she might or might not know. The child should almost always get more cards than you do. Add cards as you go along.

SKILL: Knows Names of Numbers

TITLE: Numbers Grab Bag Game

OBJECTIVE: To have children recognize number names.

MATERIALS: Paper bag, 2" squares made of construction paper or index cards, scissors.

PREPARATION: Cut at least ten 2" squares and write the numbers from 0-9 on them. Depending on the age of your child, you may need to go on to higher numbers. Also find a paper bag.

DIRECTIONS: Have your child pick a card from the bag and tell you what number is on the card. The child with the highest number of correct answers is the winner.

SKILL: Can Match Letters

TITLE: Which Letter Is Different?

OBJECTIVE: To provide a child with practice in matching letters.

MATERIALS: A worksheet with several series of letters, pen.

PREPARATION: Write out several series of letters such as the following:

1. c ~~x~~ c c
2. g f f f
3. r r s r
4. d d p d

DIRECTIONS: Ask your child to cross out the letter that is different.

SKILL: Can Match Letters

TITLE: Letter Concentration

OBJECTIVE: To provide a child with practice in matching letters.

MATERIALS: Construction paper or index cards, scissors, pen.

PREPARATION: Cut out 52 2" squares and write out the alphabet twice on these cards. Underline each letter so that there is no confusion with letters such as "M" or "W" and "d" or "p".

DIRECTIONS: Give a deck of these cards to a small group of children (2 to 4 players). Have the children spread the cards face down on the floor or table. In turn, each child turns over two cards. If the letters on the cards are the same, he keeps that pair of cards and takes another turn. If they are not the same, he turns the cards back over in place, and the next player takes his turn. The winner is the player with the most pairs of cards.

SKILL: Can Match Letters

TITLE: Treasure Hunt

OBJECTIVE: To provide a child with practice in matching letters.

MATERIALS: Any printed material that can be written on, pen.

PREPARATION: Select some printed material for your child to look at.

DIRECTIONS: Select a letter for your child to look for. Ask him or her to go through the page of printed material you've provided and underline all the times that letter appears on the page.

SKILL: Can Match Words

TITLE: Matching Words

OBJECTIVE: To develop a child's word recognition skills.

MATERIALS: A worksheet with words to be matched, pen.

PREPARATION: Compile a list of words and put them on a worksheet in the following manner:

DIRECTIONS: Ask your child to draw lines between the words that are the same.

SKILL: Can Match Words

TITLE: Circle the Matching Words

OBJECTIVE: To develop a child's word recognition skills.

MATERIALS: A worksheet with several paragraphs on it, pen.

PREPARATION: Select several paragraphs and put them on a worksheet. Select 2-3 key words from the paragraphs that are repeated several times. Write those words below the paragraphs.

DIRECTIONS: Ask your child to look through the paragraph and then find the words listed below. Ask your child to underline the words you selected.

SKILL: Can Match Words

TITLE: Match the Words

OBJECTIVE: To develop a child's word recognition skills.

MATERIALS: Construction paper, scissors, pen, word list.

PREPARATION: Cut out an even number of 3" x 6" pieces of construction paper. Divide the pile in half and write your word list on each pile. Make sure there are two cards for each word.

DIRECTIONS: Mix the cards up and place them all face down on the floor or on a table. The first child turns over two cards and if they match, he or she keeps the cards and tries again. If the cards do not match, they are placed face down again, and the next player has a turn. This process is repeated until all the pairs have been gathered. The player with the most pairs is the winner.

SKILL: Can Match Numbers.

TITLE: Which Number is Different.

OBJECTIVE: To develop number recognition skills.

MATERIALS: A worksheet containing number series, pen.

PREPARATION: Make a worksheet containing at least 10 series of numbers containing four numbers each. Three of the numbers should be the same and the fourth number should be different.

DIRECTIONS: Ask your child to cross out the number in each series that is different.

SKILL: Can Match Numbers.

TITLE: Concentration

OBJECTIVE: To develop number recognition skills.

MATERIALS: Cardboard or construction paper, scissors, pen.

PREPARATION: Cut an even number of 2" square cards. Divide the pile in half and write the numbers from "0" to "____" on each set of cards. The number in the blank space should depend upon the age and ability of your child.

DIRECTIONS: Have the child place all the cards face down. The first player turns two cards face up. If the two cards are the same number, the child picks them up and tries again. If the numbers do not match, they are placed face down again and the next player takes his or her turn. This process continues until all the cards are picked up. The player with the most pairs is the winner.

SKILL: Can Match Numbers

TITLE: Move to the Number ___?___

OBJECTIVE: To develop number recognition skills.

MATERIALS: Gameboard, markers, cards made from construction paper or cardboard, pen, scissors.

PREPARATION: Get a piece of cardboard large enough to be a gameboard. Draw a square in a corner and label it "Start here." Then draw a series of squares around the gameboard (any pattern is fine) and label the last square "Finish Line." On the squares between the beginning and ending square, write the numbers from 0-9 in any order. Make a set of cards from the construction paper or cardboard and label them with the numbers from 0-9. Include a card that says "Finish Line."

DIRECTIONS: Have each player select a card from the pile. The person with the highest number begins. The first player then selects the top card and moves to the first square on the gameboard where that number appears. Each player follows the same procedure and the first player to reach the finish line is the winner.

SKILL: Can Match Phrases and Sentences

TITLE: Match the Sentences (or phrases)

OBJECTIVE: To develop a child's ability to recognize phrases and sentences.

MATERIALS: A worksheet containing columns of phrases and sentences to be matched.

PREPARATION: Compile a list of phrases and sentences and put them on a worksheet in the following manner.

Go to the store now.	I like to go skiing.
I like to go skiing.	It is cold in the winter.
Do you play football?	What time is it now?
What time is it now?	Go to the store now.
It is cold in the winter.	Do you play football?

DIRECTIONS: Ask your child to draw lines between the matching phrases or phases.

SKILL: Can Match Phrases and Sentences

TITLE: Match Cards

OBJECTIVE: To develop a child's ability to recognize phrases and sentences.

MATERIALS: Construction paper or cardboard, scissors, pen.

PREPARATION: Cut out an even number of 3" x 6" cards from the construction paper or the cardboard. Prepare a list of sentences or phrases and put each phrase or sentence on two cards.

DIRECTIONS: Ask your child to place all the cards face down. The first player selects two cards and turns them over. If they match, the player keeps the pair and takes another turn. If they do not match, the player puts them back face down. Then the next player does the same thing. This procedure continues until all the cards are taken. The player with the most cards is the winner.

SKILL: Can Match Phrases and Sentences

TITLE: Find the Phrase

OBJECTIVE: To develop a child's ability to recognize phrases and sentences.

MATERIALS: A worksheet with a paragraph and phrases.

PREPARATION: Select a paragraph to put on the worksheet. After selecting the paragraph, choose some phrases from the paragraph, write them below the paragraph and number them.

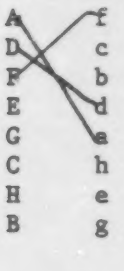
DIRECTIONS: Ask your child to read the paragraph and then look at the phrases below. Ask your child to circle the same phrase in the paragraph and put its number above the phrase.

SKILL: Can Match Capital and Small Letters

TITLE: Connect the Capital and Small Letters

OBJECTIVE: To help the child match upper and lower case letters.

MATERIALS: A worksheet with three sets of columns containing the upper and lower case letters of the alphabet. Put the letters from "A" to "H" in the first set of columns, the letters from "I" to "Q" in the second set of columns and the letters from "R" to "Z" in the third set of columns. The worksheet might look like this.



A	f	J	o	S	r
D	c	N	k	R	u
F	b	I	j	Z	v
E	d	M	n	U	w
G	e	O	i	T	s
C	h	K	l	Y	x
H	e	P	m	V	t
B	g	L	p	W	z
		Q	q	X	y

PREPARATION: Make a worksheet similar to the above for your child.

DIRECTIONS: Ask your child to draw lines connecting the upper and lower case letters.

SKILL: Can Match Capital and Small Letters

TITLE: Circle the Capital and Small Letters

OBJECTIVE: To help the child match upper and lower case letters.

MATERIALS: A page of printed material for each letter of the alphabet.

PREPARATION: Select a page of printed material for each letter of the alphabet. Make sure that the page you select for each individual letter contains both the upper and lower case forms of the letter.

DIRECTIONS: Give your child a page of printed material and a specific letter to look for. Have him or her circle all the times that letter appears in both upper and lower case form.

SKILL: Can Match Capital and Small Letters

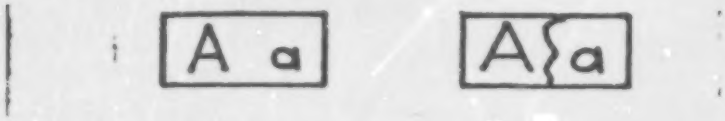
TITLE: Alphabet Puzzle Match

OBJECTIVE: To develop the skill of alphabet recognition and the matching of upper and lower case alphabet forms.

MATERIALS: Linoleum samples (the pliable type that can be cut with a scissors), black marking pen, plastic shoe box and label for storage.

PREPARATION:

1. Cut linoleum into 26 pieces, each 2½" x 5".
2. Write each letter of the alphabet in upper case form on the left of each piece and the lower case form on the right hand side of the piece.
3. After this is done, cut each piece in the center making it a puzzle form.



4. Put all of the 52 puzzle pieces in a labeled, plastic shoe box for easy storage.

DIRECTIONS: Match the upper case letters with the lower case letters by putting the puzzle pieces together.

VARIATIONS: This method can be used for many skill areas: number words, color words, contractions, homographs, just to name a few!

SKILL: Sight Words

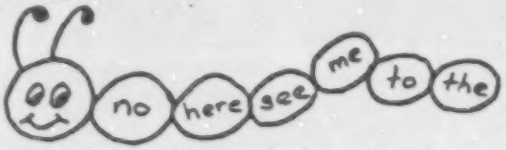
TITLE: Worm Word Circles

OBJECTIVE: To add variety and interest in presenting and drilling sight words.

MATERIALS: Posterboard, clear, self-adhesive plastic, felt-tipped markers, scissors, magnetic tape, list of sight words, pattern for worm's head, box and label for storage.

PREPARATION:

1. Trace on posterboard the number of circles (using worm's head as your model) needed to accommodate the words on your list.
2. Cover the circles with clear, self-adhesive plastic after you have written your words on them. Cut out each circle and magnetize it with magnetic tape.
3. Trace worm's head, cover with plastic, cut it out, and apply magnetic tape.



4. Prepare a box and label for storage.

DIRECTIONS: See if you can build a worm! Find a friend to play this game. Look at each circle and read the word you see. Be careful to look at the letter sounds in the word. Once you have read the word, check it with your friend. Add the body part to the worm's head. Do this until you've read all of the words.

VARIATIONS: This game lends itself well as a teacher-directed activity, especially for initial word introduction. Here are some clever variations of the word circles: a balloon and strings, lollipops and pop sticks, ice cream scoop and cone. A magnetic chalkboard would be helpful for these variations.

NOTE: A list of sight words follows Activity #69.

SKILL: Sight Words

TITLE: Sad Face

OBJECTIVE: To be able to recognize words by sight.

MATERIALS: Construction paper or cardboard, scissors, pen, clear contact paper, list of sight words.

PREPARATION: Cut out at least 30 2" squares and put sight words on at least 25 of the cards. Put sad faces on the other five. Cover with clear contact paper.

DIRECTIONS: Direct the children to shuffle the cards and place them face down on the table. Each child in turn is to pick up a card and pronounce the word. The child keeps it if he says the word correctly. Each child continues his turn until he misses a word or draws a sad face. The object is to pronounce correctly as many words as possible before drawing a sad face or missing a word.

SKILL: Sight Words

TITLE: Flash Words

OBJECTIVE: To be able to recognize words by sight.

MATERIALS: Construction paper, scissors, pen, list of sight words, clear contact paper.

PREPARATION: Cut out 3" x 6" rectangles out of the construction paper. Put words from the sight word list on the cards and cover with clear contact paper.

DIRECTIONS: Show your child a word on one of the cards and ask him or her to tell you the word. If the word is read properly, place the card down. If the word is read incorrectly, tell your child the word and put it back into the pile. The game is finished when all the words have been read properly.

THE DOLCH BASIC SIGHT VOCABULARY OF 220 SERVICE WORDS*

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come

could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many

may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
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those
three
to
today
together
too
try
two

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up
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us
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very

walk
want
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well
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write

yellow
yes
you

your

SKILL: Speaking Vocabulary Conveys Ideas

TITLE: Complete My Thought

OBJECTIVE: To encourage a child to convey his ideas to others.

MATERIALS: A list of partial thoughts or ideas.

PREPARATION: Prepare a list of incomplete thoughts or ideas.

DIRECTIONS: Ask your child to elaborate upon your incomplete thought or idea.

SKILL: Speaking Vocabulary Conveys Ideas

TITLE: Describe an Object or Concept

OBJECTIVE: To encourage a child to convey his ideas to others.

MATERIALS: Objects or ideas to be described.

PREPARATION: Collect some objects or ideas that your child can describe.

DIRECTIONS: Ask your child to describe the object or idea that you have presented to him or her.

SKILL: Speaking Vocabulary Conveys Ideas

TITLE: Tell Me About . . .

OBJECTIVE: To encourage a child to communicate with others.

MATERIALS: None

PREPARATION: Select a topic your child is knowledgeable about or likes to talk about.

DIRECTIONS: Ask your child to convey some ideas about a topic of interest or about a topic he or she is knowledgeable about.

SKILL: Associates Pictures to Words

TITLE: Identifying Animals

OBJECTIVE: To study meanings of words and match them with concrete objects.

MATERIALS: Animal pictures, posterboard, scisssor, box and label for storage.

PREPARATION:
1. Cut 2" x 2" strips from posterboard.
2. Print the name for each animal on a strip and match it with the appropriate picture.
3. Store animals and strips in a labeled box.

DIRECTIONS: Take the animal pictures and set them up on a table. Have your child name each animal.

VARIATIONS: A set of farm animals, pre-historic animals, etc., could be used in the same fashion. Another variation is to use consonant letters instead of words and you have a manipulative beginning sounds of letters game.

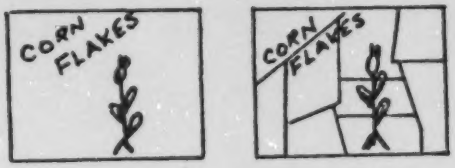
SKILL: Assocates Pictures to Words

TITLE: A Breakfast Puzzle

OBJECTIVE: To practice visual perception skills by using common words for every day household articles.

MATERIALS: Cereal boxes (small individual boxes are good to use), scissors; box and label for storage.

PREPARATION:
1. Cut each box front into puzzle pieces.
2. Make straight edges rather than jigsaw-type pieces.



3. Prepare a box and label for storage.

DIRECTIONS: Have a breakfast treat! See how many cereal boxes you can put together. Then say the name of each kind of cereal.

VARIATIONS: The same idea could be used with any box from a household article. However, be sure that the product is a familiar one to a child.

SKILL: Associates Pictures to Words

TITLE: Let's Eat!

OBJECTIVE: To match the names of common or favorite foods with their picture.

MATERIALS: Magazine pictures, posterboard, magic markers, scissors, glue, clear, self-adhesive plastic, box and label for storage.

PREPARATION:
1. Find pictures of foods such as: spaghetti and meatballs, mashed potatoes and gravy, macaroni and cheese, corn on the cob, chicken pie, pizza pie, hot dogs and baked beans, etc.
2. On posterboard measure 3" x 4" rectangles. Mount pictures on rectangles, cover with plastic, and cut.
3. Prepare a box and label for storage.

DIRECTIONS: Look at the pictures of foods we like. See if you can say the word for each one. Don't try to eat them!

VARIATIONS: The kinds of pictures used should be familiar to the group of children with whom you work. Another adaptation would be to group pictures and words according to particular countries or ethnic groups.

SKILL: Identifies New Words by Pictures Clues

TITLE: Picture Dictionary

OBJECTIVE: To identify new words through pictures clues.

MATERIALS: A picture dictionary.

PREPARATION: Go to the library and borrow a picture dictionary or buy one at a bookstore.

DIRECTIONS: Spend some time with your child identifying words by the clues provided in the pictures.

SKILL: Identifies New Words by Picture Clues

TITLE: Watch the Signs!

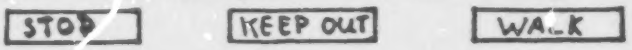
OBJECTIVE: To develop word recognition skills by using words found in the child's environment.

MATERIALS: List of words from signs found in a child's environment; posterboard; felt-tipped markers; popsicle sticks; glue; clay; old workbooks or magazines; scissors; clear, self-adhesive plastic; box and label for storage.

PREPARATION:

1. Make three dimensional signs out of posterboard, popsicle sticks, and clay. Try to make your replicas as close to the real signs as possible.

2. Make 2" x 3" cards with the words from the signs written on them. Cover with plastic before cutting out.



3. From the old workbooks and/or magazines, cut out pictures depicting the command indicated by the signs (i.e., walk - a picture of a person walking; in -a picture of a person entering a building or place; watch for children - a picture of children playing in a street or along a sidewalk). Mount them on posterboard and cover with clear, self-adhesive plastic before cutting up into cards.
4. Measure several 2" x 10" strips on posterboard. On these strips write sentences using words on the signs. Leave a blank where the word should be placed. Cover with plastic and cut out.

Example: We left the theater by going through the door marked (exit).

(Stop) and look before you cross the street.

NOTE: The 2" x 3" word cards can be used for this step of the game to fill in the blanks.

5. Some common signs found in a child's environment might include these words:

exit	do not enter
stop	in
go	out
walk	step down
children playing	slow
keep off the grass	watch for children
caution	danger

6. Put three dimensional signs, 2" x 3" cards, picture cards, and sentence cards in a box for storage and label.

DIRECTIONS:

Step 1: Take out the little signs and stand them up on the floor or on a table. Match the signs up with the word cards. See if you can find the same words on the signs.

Step 2: Sort out the picture cards. On each card you will see people doing what the signs say. Match the pictures with the right signs and word cards.

Step 3: Read each of the sentence strips. There is a word you will find it among the word cards. Put the word card on the blank to make the sentence complete.

VARIATION: This game can be used to meet individual needs because of the various steps. Step one involves matching, step two is more difficult because the child must read the sign and word card, and step three is the most difficult because of the context clues and sentence reading. You can assign only one step or more with this game!

SKILL: Identifies New Words by Picture Clues

TITLE: Looking at Advertisements

OBJECTIVE: To identify new words through picture clues.

MATERIALS: Magazines or newspapers containing picture advertisements.

PREPARATION: Select some advertisements containing both pictures and words. Ads geared toward children may be helpful.

DIRECTIONS: Look at the advertisements with your child and help him or her learn new words through clues in the pictures.

SKILL: Wants to Read

TITLE: Picture Cards

OBJECTIVE: To encourage interest in reading.

MATERIALS: Picture cards

PREPARATION: Select picture cards.

DIRECTIONS: Encourage interest in reading stories by having your child tell stories based on the picture cards.

SKILL: Wants to Read

TITLE: Reading Labels

OBJECTIVE: To encourage interest in reading.

MATERIALS: Any item in your kitchen with a label.

PREPARATION: None

DIRECTIONS: Help your child find things he/she likes by encouraging him or her to read labels.

SKILL: Wants to Read

TITLE: Trips to the Library

OBJECTIVE: To encourage reading in children.

MATERIALS: Library Card

PREPARATION: Arrange a time to take your child to the library.

DIRECTIONS: Go to the library and listen to stories and help your child select books.

SKILL: Likes to be Read to

TITLE: Tape a Story

OBJECTIVE: To encourage interest in reading.

MATERIALS: Tape recorder, blank tape, story.

PREPARATION: Tape record some stories onto the blank tape.

DIRECTIONS: Ask your child to listen to the taped stories.

SKILL: Likes to be Read to.

TITLE: Story time.

OBJECTIVE: To encourage interest in books.

MATERIALS: A story to be read to your child.

PREPARATION: Read a story to your child and then ask him or her to tell you what he or she liked about the story.

SKILL: Likes to be Read to

TITLE: Field Trip Follow-Up

OBJECTIVE: To encourage interest in books.

MATERIALS: Books that correspond with field trips (i.e. a book on the zoo or animals for a trip to the zoo, a book on airplanes for a trip to the airport, etc.)

PREPARATION: Select a time and place to go on a field and then select a book to correspond with the field trip.

DIRECTIONS: Go on the field trip with your child and after you come home, read a story about where you went.

SKILL: Attention span has increased

TITLE: Increasing Time with Educational Television

OBJECTIVE: To increase a child's attention span.

MATERIALS: Television

PREPARATION: Select some good educational television shows for your child to watch.

DIRECTIONS: Encourage your child to watch a show you selected and each time a show is watched, increase the viewing time slightly.

SKILL: Attention span has increased

TITLE: Increasing Activity Time

OBJECTIVE: To increase a child's attention span.

MATERIALS: Varies with the activity.

PREPARATION: Plan a series of activities for your child, with each activity taking a little longer time than the previous one.

DIRECTIONS: Execute each activity with your child, beginning with the one requiring the shortest time and gradually working toward the one requiring the greatest amount of time.

SKILL: Attention span has increased

TITLE: Increase Your Time with an Activity.

OBJECTIVE: To increase a child's attention span.

MATERIALS: Depends on activity.

PREPARATION: Select an activity which can gradually be increased in time.

DIRECTIONS: Have your child begin with an activity for a limited amount of time and then gradually increase the time at that activity each time the child does it.

SKILL: Can Work Independently for Short Times

TITLE: Coloring Time

OBJECTIVE: To encourage children to work independently for short times.

MATERIALS: Coloring books or paper, crayons.

PREPARATION: Gather some crayons and coloring books or paper.

DIRECTIONS: Ask you child to color on the paper or in the the coloring book.

SKILL: Can Work Independently for Short Times

TITLE: Build a House

OBJECTIVE: To encourage a child to work independently for short times.

MATERIALS: Building blocks and/or logs.

PREPARATION: Obtain a set of building blocks and/or logs for your child.

DIRECTIONS: Ask your child to take the blocks and build a house (or whatever else interests him or her). Have this an individual activity so the child can be encouraged to work independently.

SKILL: Can Work Independently for Short Times

TITLE: Select a Toy

OBJECTIVE: To encourage a child to work independently.

MATERIALS: A toy.

PREPARATION: Ask your child to select a favorite toy to play with.

DIRECTIONS: Give your child a favorite toy to play with and ask him or her to play with it independently. This is especially good during dinner preparation or other times when you are busy.

SKILL: Identifies Names of Characters (Readiness)

TITLE: Name the Character

OBJECTIVE: To identify main characters in a story.

MATERIALS: A story to be read.

PREPARATION: Select a story to read to your child.

DIRECTIONS: Read a story to your child and then ask who the main characters in the story are. Have your child tell you something about the character as well.

SKILL: Detecting the Main Idea (Readiness)

TITLE: What is the Main Idea?

OBJECTIVE: To have children state the author's main idea.

MATERIALS: A story to read to your child.

PREPARATION: Select a story to read to your child.

DIRECTIONS: Read a story to your child and then ask what he or she thinks the main idea of the story is.

SKILL: Draws Conclusions (Readiness)

TITLE: Finish the Story

OBECTIVES: To enable a child to draw conclusions.

MATERIALS: A story to read to your child.

PREPARATION: Select a story to read to your child.

DIRECTIONS: Begin reading a story to your child and stop in the middle. Ask your child to make up an ending for the story. Then finish reading the story to see how your ending compares with the author's ending.

SKILL: Can Keep Events in Proper Sequence

TITLE: Put the Pictures in Order

OBJECTIVE: To develop sequencing skills.

MATERIALS: A series of picture cards that can tell a story, scissors.

PREPARATION: Cut out a series of pictures that can tell a story. Mount them if you wish.

DIRECTIONS: Ask your child to put the pictures in the proper order and then tell you the story.

SKILL: Can Keep Events in Proper Sequence

TITLE: Tell Me What Happened.

OBJECTIVE: To develop sequencing skills.

MATERIALS: None

PREPARATION: None

DIRECTIONS: Ask your child to describe an event that happened in the order that it happened.

SKILL: Can Keep Events in Proper Sequence

TITLE: How do you _____

OBJECTIVE: To develop sequencing skills.

MATERIALS: A list of situations in which each step must be taken in a particular order.

PREPARATION: Make a list of situations which involve a specific procedure.

DIRECTIONS: Give your child a specific activity or situation and have him or her describe what steps are necessary (in their proper sequence) to complete the task.

SKILL: Expresses Self Spontaneously

TITLE: Describe the Object

OBJECTIVE: To encourage spontaneous self-expression.

MATERIALS: A box, a variety of objects to place in the box.

PREPARATION: Find a box and select some objects to put in the box.

DIRECTIONS: Ask a child to select an item from the box, look at it and feel it and then describe it to you.

SKILL: Express Self Spontaneously

TITLE: Tell Me About Your Day

OBJECTIVE: To encourage a child to speak spontaneously.

MATERIALS: None

PREPARATION: None

DIRECTIONS: Ask your child to tell you about what he or she did over the course of a day.

SKILL: Express Self Spontaneously

TITLE: Do you remember?

OBJECTIVE: To encourage a child to speak spontaneously.

MATERIALS: Pictures that can be used to remind your child of an event.

PREPARATION: Gather some pictures that will remind your child of an event he or she has attended.

DIRECTIONS: Show your child a picture and ask him or her to think about an experience that the picture reminds him or her of. Ask your child to describe that experience.

SKILL: Uses Complete Sentences

TITLE: Put the Pictures in the Proper Order

OBJECTIVE: To develop a child's ability to use complete sentences.

MATERIALS: Pictures that can be used to form complete sentences, cards to mount them on, glue.

PREPARATION: Select a variety of pictures that can be used to form complete sentences. Mount them on the cards.

DIRECTIONS: Ask your child to put the pictures in an order that forms a complete sentence. Have your child say the sentence.

SKILL: Uses complete sentences

TITLE: Sentence Completion

OBJECTIVE: To develop a child's ability to use complete sentences.

MATERIALS: A list of sentences with various parts of the sentences missing.

PREPARATION: Write a list of sentences with various parts of the sentences missing.

DIRECTIONS: Ask your child to tell you what needs to be put into the sentence to make it a complete sentence and then have them complete the sentence.

SKILL: Uses Complete Sentences

TITLE: Complete the Sentence

OBJECTIVE: To develop a child's ability to use complete sentences.

MATERIALS: A list of incomplete sentences.

PREPARATION: Create a list of incomplete sentences.

DIRECTIONS: Say the incomplete sentence to your child and have him or her complete the sentence. Continue this procedure until your list is completed.

SKILL: Able To Remember Short Sentences

TITLE: Copy Cat!

OBJECTIVE: To develop memory and oral expression skills.

MATERIALS: A list of short sentences.

PREPARATION: Prepare a list of short sentences.

DIRECTIONS: Make a game out of this one! Say a short sentence to your child and have him or her repeat it back to you as quickly as possible without making a mistake. If there is more than one child available, you could divide them into teams. The first team to get through the list without making a mistake is the winner.

SKILL: Able To Remember Short Sentences

TITLE: Deliver The Message

OBJECTIVE: To develop memory and oral expression skills.

MATERIALS: A list of messages to be delivered.

PREPARATION: Compile a list of short sentence messages that your child can deliver.

DIRECTIONS: Give your child a specific message to deliver to someone and have them carry it out.

SKILL: Able To Remember Short Sentences

TITLE: Relay the Message

OBJECTIVE: To develop memory and oral expression skills.

MATERIALS: A list of short sentences.

PREPARATION: Compile a list of short sentences, get a group of children to play this game with.

DIRECTIONS: Say the first sentence to a child. Have him or her repeat it to the next child and so on. See how close the final message is to the initial one.

SKILL: Able to Make Simple Endings for Stories

TITLE: What Happened?

OBJECTIVE: To encourage oral expression.

MATERIALS: The beginning of a story.

PREPARATION: Select a story to read to your child.

DIRECTIONS: Read the beginning of a story to your child and ask him or her to complete it. An older sibbing could also read to the child.

SKILL: Able to Make Simple Endings for Stories.

TITLE: Add to the Story

OBJECTIVE: To encourage oral expression.

MATERIALS: None

PREPARATION: None

DIRECTIONS: Gather several of your child's friends (family members would be fine, too) and have one child start a story. Each person in the group would add to the story until the story is completed.

SKILL: Able To Make Up Simple Endings for Stories

TITLE: Make Your Own Ending

OBJECTIVE: To encourage oral expression.

MATERIALS: Tape recorder, partially recorded tape, story.

PREPARATION: Tape the initial part of a story onto the tape.

DIRECTIONS: Ask your child to listen to the tape and then record his or her own ending onto the tape.

SKILL: Able to Use New Words

TITLE: Touch 'N Tell

OBJECTIVE: To encourage the use of new words.

MATERIALS: The attached worksheets, pieces of the following materials - waxed paper, sandpaper, cotton batting, satin, corduroy, steel wool, velvet and smooth vinyl. Glue or tape.

PREPARATION: Collect the items mentionned above and glue or tape them onto the appropriate page.

DIRECTIONS: Ask your child to describe how each material feels. After his or her initial description, ask which words printed on the sheet would best describe the material.

Paste a piece
of smooth vinyl here

CIRCLE WITH YOUR ERASER THE WORDS THAT TELL HOW THIS FEELS:

WARM GLASSY SOFT

SMOOTH HARD HARSH

STICKY SLICK GLABROUS

FIND AT LEAST FIVE GLABROUS SURFACES IN YOUR CLASSROOM.

Paste a piece
of velvet here

SOMETIMES WE SAY THINGS ARE VELVETY FEELING.

CAN YOU TELL WHAT VELVETY MEANS BY TOUCHING THIS?

WRITE OR SAY THREE WORDS THAT MEAN THE SAME AS VELVETY.

_____ _____ _____

VELVET HAS A LUXURIOUS FEEL. LOOK UP THIS WORD IN YOUR DICTIONARY.

WHAT OTHER MATERIALS MIGHT FEEL LUXURIOUS?

Paste
waxed paper
here

HOW DOES THIS FEEL?

WHICH OF THESE WORDS WOULD BEST HELP YOU DESCRIBE IT?

SMOOTH WAXY SLIPPERY STICKY

HARD SCRATCHY SOFT

Paste
sandpaper
here

THIS IS ROUGH. IT IS HARSH TO THE TOUCH.

WHAT ARE SOME OTHER WORDS THAT MEAN THE SAME AS ROUGH OR HARSH?

CAN YOU WRITE SOME OF THEM?

HERE'S ANOTHER ONE! SCABROUS LOOK IT UP IN YOUR DICTIONARY.

USE IT AT LEAST FOUR TIMES TODAY IN YOUR CONVERSATION.

Paste a layer
of cotton batting
here

WHAT ONE WORD BEST TELLS HOW THIS FEELS?

DOES THE WAY THIS FEELS REMIND YOU OF ANYTHING ELSE? WHAT?

IF YOU COULD HAVE LOTS AND LOTS OF THIS MATERIAL, WHAT WOULD YCU DO WITH IT?

IF THIS MATERIAL COULD TOUCH YOU BACK, IT WOULD BE VERY _____,

VERY_____, AND VERY _____.

(CAN YOU FIND SOME WORDS TO PUT IN THE BLANK SPACES?)

Paste
satin material
here

THIS IS SMOOTH AND SILKY FEELING.

CAN YOU THINK OF 3 OTHER WORDS THAT DESCRIBE HOW IT FEELS?

CAN YOU THINK OF ONE OTHER SMOOTH SURFACE THAT FEELS VERY MUCH LIKE THIS?

WHAT THINGS WOULD BE NICE TO MAKE WITH LOTS OF THIS MATERIAL?

EXPLAIN YOUR ANSWERS.

Paste corduroy material
here

SCRAPE THE TOPS OF YOUR FINGERNAILS ON THIS MATERIAL.

HOW DOES IT FEEL TO YOU?

DID YOU CHANGE THE WAY THE MATERIAL LOOKED?

HOW WOULD YOU DESCRIBE ITS LOOK?

CAN YOU NAME THREE OTHER THINGS THAT LOOK LIKE THIS MATERIAL?

WRITE AT LEAST FIVE WORDS THAT TELL HOW THIS MATERIAL LOOKS OR FEELS.

Paste a layer
of steel wool here

THAT'S SCRATCHY!

IS IT IRRITATING TO YOUR TOUCH? IS IT PRICKLY?

IS IT ABRASIVE? IS IT ITCHY? DOES IT SCRAPE AGAINST YOUR FINGERS AS YOU TOUCH IT?

DOES IT MAKE YOUR FINGERS FEEL TINGLY?

IS IT ROUGH? IS IT WIRY?

SKILL: Able to Use New Words

TITLE: What is the Missing Word?

OBJECTIVE: To encourage the learning and use of new words.

MATERIALS: A list of sentences each of which contains an unfamiliar or newly learned word in your child's vocabulary.

PREPARATION: Write a list of sentences containing unfamiliar or newly learned words in your child's vocabulary.

DIRECTIONS: Read the sentence to your child leaving out the word that your child might be unfamiliar with. Have your child fill in the blank. You can help him or her with learning new words by listing some additional words that you know of that would be appropriate.

SKILL: Able to Use New Words

TITLE: Vocabulary Development

OBJECTIVE: To encourage the learning and use of new words.

MATERIALS: A list of sentences with a series of words following the sentences.

PREPARATION: Compile a list of sentences and words such as the following:

a. We saw these animals at the zoo.
fox raccon raincoat halibut

b. These are bodies of water.
sea canals candles landscapes

DIRECTIONS: Read each sentence to your child and then read the words immediately following. Ask your child to tell you which words belong to the statement you read. Be sure to include new words and explain them to your child if necessary.

SKILL: Able to Predict (Readiness)

TITLE: Complete the Story

OBJECTIVE: To provide children with an opportunity to predict what might happen.

MATERIALS: Some stories to read to your child.

PREPARATION: Select a story to read to your child.

DIRECTIONS: Read the beginning part of the story to your child and then ask him or her to complete the story. You may then read the author's ending if you like.

SKILL: Able to Predict (Readiness)

TITLE: Choose the Right Ending

OBJECTIVE: To provide children with an opportunity to predict what might happen.

MATERIALS: Short stories with several possible endings.

PREPARATION: Select a story to read to your child and write several possible endings to it.

DIRECTIONS: Read the story to your child and then read the possible endings to the story. Ask your child to select the best ending and then tell you why he or she thinks it is the best ending. Conclude with the original ending if your child wants to hear it.

SKILL: Able to Predict (Readiness)

TITLE: What Could Happen ...

OBJECTIVE: To provide children with an opportunity to predict what might happen in a particular situation.

MATERIALS: A list of situations where children could predict the outcomes of those situations.

PREPARATION: Prepare a list of situations in which you and your child could discuss possible outcomes to the situations.

DIRECTIONS: Begin each discussion with "What could happen if..." and then describe the situation. Ask your child to talk about the possible outcomes of the situation.

SKILL: Single Consonants (Initial Position)

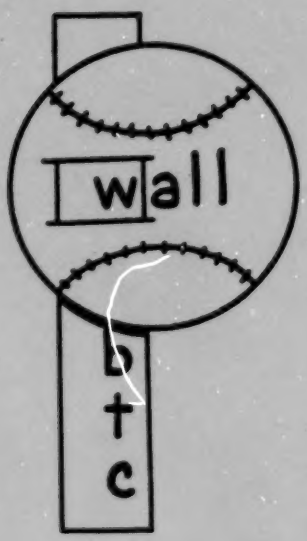
TITLE: Making Words

OBJECTIVE: To have children recognize new words by noting minimal differences.

MATERIALS: Construction paper, pen.

PREPARATION: Cut out a ball and cut two slits in it as shown below. Then cut a strip that will fit into the slot. Put a root word on the ball and letters on the strip that will form new words from the root word.

DIRECTIONS: Have the child slide the strip through the ball and identify each word. Repeat with other letters and root words



SKILL: Single Consonants (Medial Position)

TITLE: Which Word Does Not Belong?

OBJECTIVE: To have children develop auditory recognition of medial consonant sounds.

MATERIALS: A series of word lists, pen, paper.

PREPARATION: Prepare at least 10 series of words, each series containing four words. Three words should have the same medial consonant sound and the fourth one should be different. An example might be the words better, eaten, window, sentence. "T" is the commom medial consonant in that group.

DIRECTIONS: Read each series of words to your child. Ask your child to tell you which word does not belong with the other three.

SKILL: Single Consonants (Final Position)

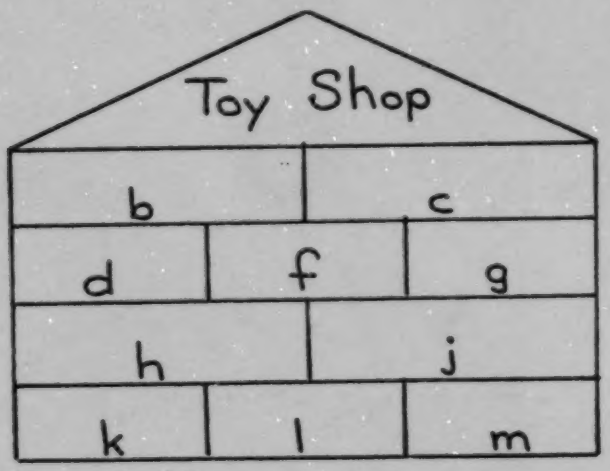
TITLE: Toyland Jamboree

OBJECTIVE: To have children develop auditory recognition of final consonant sounds.

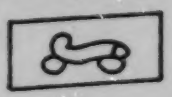
MATERIALS: Posterboard, markers, pictures of toys, glue, scissors, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Convert a piece of posterboard into a "toy shop"



2. Line a piece of poster board into 3" x 3" square to correspond with the letter sounds on the shelves of your "toy store."



3. Cover the pictures with clear, self-adhesive plastic; then cut them up.

4. Code backs of picture cards with letters for self-checking.

5. Put the pictures in a labeled storage box.

DIRECTIONS: Let's go shopping in a toy store! Before you can shop, you must put the toys on the right shelf. Look at each toy and say its name out loud. Listen for the final sound; then find a shelf in the toy store that has that letter sound written on it. Put all the toys on the right shelves. Look on the backs of cards to check yourself. To "buy" the toys you must give another word with the same final sound of the toy you want to buy.

Have fun and be sure not to mix up the dolls with the teddy bears!

SKILL: Blends

TITLE: Make a List

OBJECTIVE: To reinforce the recognition of words containing blends.

MATERIALS: Compile a list of blends that commonly appear in English.

DIRECTIONS: Ask your child to come up with a list of words that contain the blends you have presented to them.

SKILL: Blends

TITLE: Find the Blends

OBJECTIVE: To reinforce the recognition of words containing blends.

MATERIALS: Any printed material, pen.

PREPARATION: Select some materials for your child to read.

DIRECTIONS: Ask your child to read the selection you chose and make a list of all the words in that selection that contain blends.

SKILL: Blends

TITLE: Help to Brew the Witches' Stews

OBJECTIVE: To reinforce sounds associated with blends. (Examples: br, gl, st, pre, cr, cl, etc.)

MATERIALS: Posterboard, witch and pot pattern, scissors, markers, magnetic tape, clear, self-adhesive plastic, old workbooks or magazines, paste, razor blade, box and label for storage.

PREPARATION:
1. Make at least six witches. Cover with plastic before cutting.
2. Slit the cauldron top with the razor blade.
3. Make little labels of blends st_, etc., and attach to the cauldron with tape or magnetic tape. In this way, you can use the same idea with any of the blend sounds you may want to introduce or practice.
4. Find pictures which illustrate the sounds of the blends you have chosen.
5. Mount pictures on posterboard, measured into 2" x 3" rectangles. Cover with plastic before cutting.
6. Code backs of pictures with blends for self-checking.
7. Prepare a box and label for storage.

DIRECTIONS: Help the witches brew their stews. Say the name of each picture and put it in the pot which shows the letters of the blend you hear at the beginning of the word. Check yourself. Please don't fall into any pot!

VARIATION: Substitute warlocks for witches.

SKILL: Digraphs

TITLE: Read That Word!

OBJECTIVE: To recognize the proper way to read words containing digraphs.

MATERIALS: Construction Paper or index cards, pen, scissors.

PREPARATION: Cut the paper or index cards into 3½" x 6" pieces. Write words containing digraphs on each of the cards.

DIRECTIONS: Divide the children into two teams. Show the flashcard to the children and the first child to read the word scores a point for his or her team. The team with the most points wins.

SKILL: Digraphs

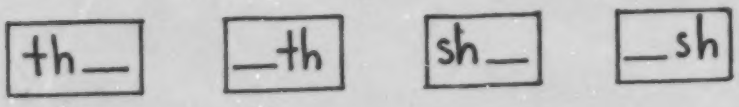
TITLE: Digraph Fun

OBJECTIVE: To have children use and locate digraphs in the initial and final position of words.

MATERIALS: Old magazines or workbooks, posterboard, scissors, paste, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Find pictures of objects which begin or end with the digraphs - sh, th, ch, wh.
2. Paste the pictures on posterboard, which has been measured into 3" squares.
3. Print the digraphs on 2" x 3" posterboard strips. Use a line to show initial or final position.



4. Cover squares and strips with plastic before cutting.
5. Code the backs for self-checking.
6. Prepare a box and label for storage.

DIRECTIONS: How well do you know the digraph sounds? Say the name of each picture. Listen to see if the digraph sound is at the beginning or end of the word. Place the card which shows this under the picture. Turn the picture over and check yourself.

VARIATIONS: Plastic objects could be used in place of pictures. Also, other digraph sounds such as: _____ ng, ____ nk, and ph could be used if the children are advanced in this phonetic skill.

SKILL: Digraphs

TITLE: Find the Digraphs

OBJECTIVE: To encourage the recognition of digraphs.

MATERIALS: A list of digraphs and printed material that can be marked up.

PREPARATION: Prepare a list of digraphs (sh,th,ch,ph) and collect some printed material that your child can write on.

DIRECTIONS: Ask your child to locate all the digraphs on the page you selected and underline them.

SKILL: Vowel Sounds

TITLE: Long and Short Vowels

OBJECTIVE: Children will be able to discrimate between long, short and vowel sounds followed by an "r"

MATERIALS: Paper, pencil.

PREPARATION: Prepare a chart as shown below.

	a	e	i	o	u
long					
short					
r					

Also prepare a list of words that will fit into these categories. A list is included below.

hat	for	barn	hot	met	meet
hate	lock	coat	cut	cord	burn
butter	teach	like	birch	sit	band

DIRECTIONS: After giving the child a copy of the above chart, dictate words such as the above to the child. Have the child write the word in the appropriate square. A completed chart might look like this.

	a	e	i	o	u
Long	hate	meet teach	like	coat	
Short	hat band	met	sit	hot lock	cut butter
r	barn		birch	for cord	burn

SKILL: Vowel Sounds

TITLE: The Long and Short of It

OBJECTIVE: To have children practice the use of the following long and short vowel rules:

1. Two vowels together
2. Vowel-consonant-e
3. one vowel between 2 consonants

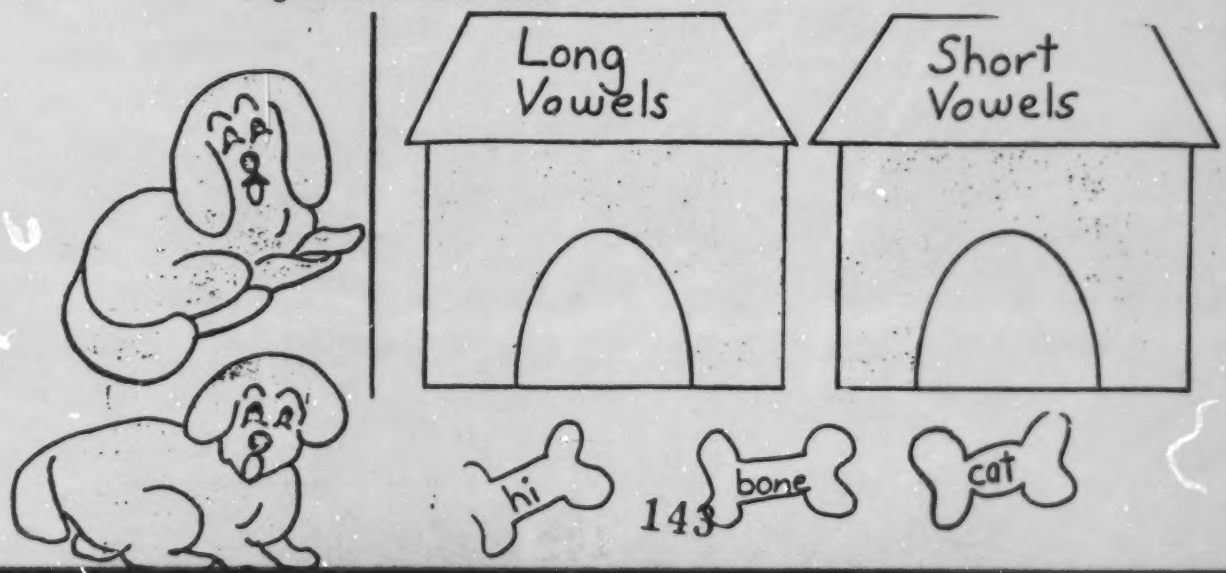
MATERIALS: Posterboard (any color); markers; scissors; dog pictures; paste (optional); clear, self-adhesive plastic; white index cards; box or large envelope and a label for storage.

PREPARATION:

1. Draw two doghouses on posterboard.
2. Label one "Long" and one "Short."
3. Paste or draw a picture of a dog on each doghouse.
4. Make a set of dog bones from white index cards.
5. Place a word with a long or short vowel sound on each bone.
6. Cover doghouses and bones with plastic before cutting them. Bones may be labeled "long" and "short" on back for self-checking.
7. Prepare a box and label for storage.

DIRECTIONS: Read the words on each bone. Place the bones under the right doghouse. Look on the backs of bones to check yourself. Don't bury any!

VARIATIONS: This game could serve as an excellent instructional group game when vowel rules are being studied. Using strips of magnetic tape on the back of houses and bones is useful if you have a magnectic chalkboard.



SKILL: Vowel Sounds

TITLE: Long and Short Vowel Sounds

OBJECTIVE: To distinguish between long and short vowel sounds.

MATERIALS: Pen/pencil, paper, list of words with long and short vowels, answer sheet for child.

PREPARATION: Compile a list of words with long and short vowel sounds. Prepare an answer sheet for the student.

DIRECTIONS: Say to the child: "Listen while I pronounce some words. I will tell you what vowel sound to listen for. Listen to whether it has a long or short vowel sound. Circle the word long or short depending on whether I read a word with a long or short vowel sound." Read the list and then check the answers.

Word list:

A	*A*	*E*	*E*
1. cat	1. clap	1. need	1. seed
2. came	2. game	2. bed	2. tell
3. matter	3. rattle	3. tender	3. red
4. make	4. claim	4. sentence	4. bend
5. tame	5. clapping	5. leaf	5. creep
6. rapping	6. wrap	6. weave	6. sleeve
7. strap	7. and	7. wet	7. met
8. apple	8. trample	8. dream	8. cream
9. sample	9. take	9. screen	9. green
10. tail	10. sail	10. bean	10. please
11. manner	11. table	11. sent	11. sent
12. chatter	12. clatter	12. beat	12. meddle
13. shape	13. cape	13. whether	13. fence
14. master	14. last	14. settle	14. kettle
15. appetite	15. map	15. steep	15. treat
16. name	16. claim	16. wheel	16. kneel
17. hand	17. land	17. never	17. enter
18. train	18. bait	18. fell	18. well
19. banner	19. saddle	19. feel	19. steal
20. wait	20. plane	20. bead	20. lead

I	*I*	*O*	*O*
1. bit	1. fit	1. ton	1. stone
2. bite	2. right	2. tone	2. known
3. kite	3. dime	3. coal	3. goat
4. white	4. mitten	4. cone	4. lone
5. riddle	5. wide	5. over	5. stove
6. slide	6. slim	6. bonfire	6. oak
7. trim	7. trip	7. toe	7. doe
8. kitten	8. thistle	8. hope	8. rope
9. ship	9. strip	9. hopping	9. stopping
10. spin	10. thimble	10. shop	10. chopping
11. whistle	11. fifty	11. roast	11. toast

12. thing	12. list	12. lock	12. clock
13. sixty	13. rise	13. float	13. bowl
14. size	14. twin	14. soap	14. October
15. fiddle	15. dish	15. note	15. wrote
16. sitting	16. twist	16. nose	16. goes
17. twist	17. knitting	17. knot	17. hot
18. shine	18. dinner	18. pod	18. shod
19. mist	19. middle	19. lot	19. trot
20. fish	20. inner	20. flow	20. row

U		*U*	
1. blue	11. shut	1. glue	11. gruel
2. nut	12. cud	2. but	12. bud
3. bun	13. bug	3. fun	13. rug
4. tune	14. flute	4. ruin	14. cruel
5. use	15. runt	5. useful	15. stunt
6. until	16. bump	6. under	16. dump
7. run	17. hunt	7. s[illegible]	17. shutter
8. cute	18. clutter	8. [illegible]	18. custard
9. dues	19. cup	9. rude	19. puppy
10. crude	20. funny	10. hut	20. bunny

Answer Sheet:

I.		II.		III.	
1. Long	Short	1. Long	Short	1. Long	Short
2. Long	Short	2. Long	Short	2. Long	Short
3. Long	Short	3. Long	Short	3. Long	Short
4. Long	Short	4. Long	Short	4. Long	Short
5. Long	Short	5. Long	Short	5. Long	Short
6. Long	Short	6. Long	Short	6. Long	Short
7. Long	Short	7. Long	Short	7. Long	Short
8. Long	Short	8. Long	Short	8. Long	Short
9. Long	Short	9. Long	Short	9. Long	Short
10. Long	Short	10. Long	Short	10. Long	Short
11. Long	Short	11. Long	Short	11. Long	Short
12. Long	Short	12. Long	Short	12. Long	Short
13. Long	Short	13. Long	Short	13. Long	Short
14. Long	Short	14. Long	Short	14. Long	Short
15. Long	Short	15. Long	Short	15. Long	Short
16. Long	Short	16. Long	Short	16. Long	Short
17. Long	Short	17. Long	Short	17. Long	Short
18. Long	Short	18. Long	Short	18. Long	Short
19. Long	Short	19. Long	Short	19. Long	Short
20. Long	Short	20. Long	Short	20. Long	Short

SKILL: Vowel Groupings

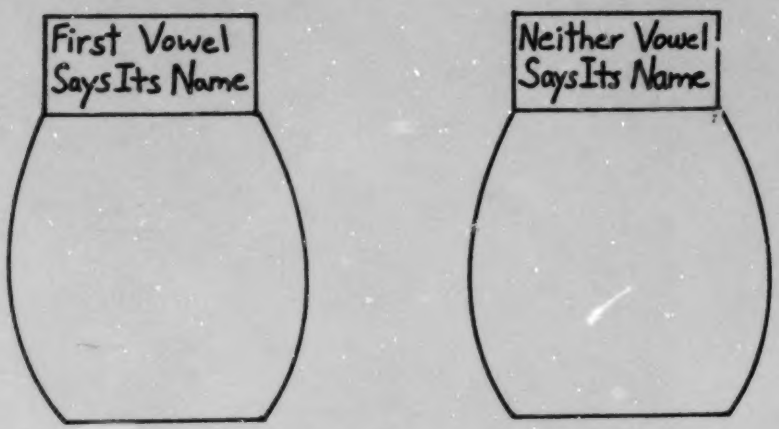
TITLE: Sweet Treats

OBJECTIVE: To develop the skill of listening for vowel digraph sounds in words.

MATERIALS: Posterboard, candy jar and candy patterns
felt-tipped markers, clear, self-adhesive plastic, scissors,
3" x 5" index cards, box and label for storage.

PREPARATION:

1. Trace two candy jar patterns on posterboard and label each one as shown below. Cover them with clear, self-adhesive plastic; then cut out each jar.



2. Trace 28 candy shapes on index cards and write the following words on them (one word per candy piece):

vein	oak	weigh	build
boat	sweet	leaf	their
goat	treat	wait	feather
fail	taught	beat	rain
earn	laugh	rail	bread
clean	show	again	team
toe	tail	coat	seed

3. Cover the index cards with clear, self-adhesive plastic; then cut out each candy piece. Be sure to code each candy piece on the back as a self-checking device. All candy pieces that fit into the first candy jar are coded number one and all pieces that belong in the second jar are coded number two.
4. Put candy jars and pieces in a box for storage and label your game.

DIRECTIONS: All of the candy pieces fell out of their jars! See if you can put the right candy pieces back where they belong. Look at the word on each candy piece. Read the word and listen for the vowel sound. Each word has two vowels which walk together. When the first vowel says its own names, put the candy piece in jar number one. If neither vowel says its own name, put the candy piece in jar number two. Check the back of your candy pieces when you are done to see if you were right. Be careful not to get too hungry. Don't eat the candy!

SKILL: Vowel Groupings

TITLE: Bag Some Peanuts

OBJECTIVE: To practice the sound associated with the spellings ir, ur, and er.

MATERIALS: Posterboard or index cards, elephant and peanut patterns, markers, scissors, paste, clear, self-adhesive plastic, three small brown paper bags, box and label for storage.

PREPARATION:
1. Trace and color three circus elephants.
2. Label them ir, ur, er.
3. Cover each elephant with plastic, cut out, and paste each elephant to the side of a small paper bag. (A small milk carton could also be used.)
4. Trace and color at least 12 peanuts.
5. Print a word containing an ir, ur or er on each peanut. Suggested words are stir, her, bird, fur, curl, twirl, hurt, sir, herd, hurry, Bert, skirt.
6. Cover peanuts with plastic and cut out.
7. Prepare a box and label for storage.

DIRECTIONS: Pretend you are going to feed the elephants at the circus. Look at the "name" on each elephant. Read and say the word on each peanut and give it to the correct elephant. Please don't get any peanut shells on the floor.

VARIATION: More elephants containing variant spelling of the sound and peanuts with matching words can be added as children become more proficient. For example: or - word, work; ear - heard; etc.

SKILL: Vowel Groupings

TITLE: Hoots for Home

OBJECTIVE: To practice the long and short sounds of the double "o" (oo).

MATERIALS: Posterboard (22" x 28" white or blue), markers (all colors), owl pattern scissors, magnetic tape (optional), clear, self-adhesive plastic, box and label for storage.

PREPARATION:
1. Cut the poster board in half. Draw a tree on each half. Label o͞o and o͝o.
2. Color the trees with markers and cover with plastic.
3. Trace and color twelve owls. Use a light color such as yellow over the center part of the body.
4. Print a double "o" word on each owl. Suggested words are: long o͞o - food, moon, spoon, pool, hoot, stoop; short o͝o - hood, stood, wood, hook, cook, book.
5. Cover owls with plastic before cutting out.
6. Code backs of owls for self-checking
7. If you have magnetic tape available, place several small pieces around the tree and in back of the owls.
8. Prepare a box and label for storage.

DIRECTIONS: The little owls have come back to sleep. Help them to find their homes. Read the words on each owl. Put the owls in the tree which shows the sound you hear in a word. Look on the backs of owls to check yourself. Please do not hoot when you play this game.

VARIATIONS: This game can be used either as an individual activity or as a group instructional game. If the children are advanced in phonetic skills or as they become so, words with variant spellings of the long and short "oo" sound can be added. For example: owls might be made with words such as could, would, should, shoe, true, and stew on them.

SKILL: Diphthongs

TITLE: Scat or Skate

OBJECTIVE: To enable the children to recognize the sounds of various diphthongs.

MATERIALS: Gameboard, markers, clear contact paper, felt tip pen.

PREPARATION: Make a gameboard and in each of the squares, write either scat, skate, or a word with a diphthong. Most of the squares should contain words with diphthongs. The squares with scat and skate should have numbers in them so the children will know how many spaces to move forward or backwards. The game should begin with the word "start" and the last square should contain the word win.

DIRECTIONS: Ask the child to throw the die and see how many spaces to skate. They must move the number of spaces indicated and then read the word on the space on which they land. If they cannot read the word, they scat back until they come to a word they can read. When a child lands on scat, he or she should move back the number of spaces indicated in the square. When a child lands on skate, the token can be moved ahead that number of spaces. In both instances, the child must read the word on the space or continue backward until he or she comes to a word he or she can read. The first one to land on the word WIN is the winner. This activity works best with a group of children.

SKILL: Diphthongs

TITLE: Trim the Hats

OBJECTIVE: To practice and use the sounds associated with the vowel dipthongs oi, ay, au, aw, ow, ou.

MATERIALS: Construction paper, posterboard, magnetic tape (optional), markers; scissors, hat and flower pattern clear, self-adhesive plastic, box and label for storage.

PREPARATION:
1. Trace six hats.
2. Fill in details. Mark each hat with au, aw, oi, ay, ow or ou.
3. Trace flowers (at least 4 for each hat)on different colors of construction paper.
4. Print a word which contains a vowel dipthong on each flower.
5. Cover hats and flowers with plastic before cutting out.
6. If it is available, cut strips of magnetic tape and attach to the hats and back of flowers.
7. Prepare a box and label for storage.

DIRECTIONS: Trim the hats! Look at the letters on each hat and find the flowers which belong. When you are finished, read the words to someone.

VARIATION: Different styles or types of hats can be used.

SKILL: Diphthongs

TITLE: Flash Cards

OBJECTIVE: To enable the child to recognize and know the sounds of various diphthongs.

MATERIALS: At least 50, 4" x 6" blank cards, clear contact paper, pen.

PREPARATION: Write one word containing a diphthong on each card. Some examples include:

oi:	ow (as in bow-wow; also can be ow as in low):	
oil		
boil	bow-bow	brown
coil	now	how
soil	cow	pow!
toil	town	gown

ou (also can be ou as in soul):	aw:	au:
out	slaw	haunt
pout	law	taunt
sour	draw	flaunt
couch	flaw	taut
ouch	craw	laud
pouch	lawn	gaudy
clout	dawn	
shout		

ow:	ou as in:
low	soul
bow	pour
snow	
slow	
mow	
glow	
grow	
show	
throw	
blow	

DIRECTIONS: Show each card to your child and ask him or her to say the word on the card. If the word is said properly, your child keeps the card. If the word is not said correctly, tell your child the word and put it back in the pile. The object of the game is for your child to eventually get all the cards.

SKILL: Silent E

TITLE: The Magical E

OBJECTIVE: To understand how an "e" on the end of a word affects the sound of the previous vowel.

MATERIALS: 3x5" index cards, pen.

PREPARATION: On the left half of the front of each card write a word that can be changed by adding an "e" at the end. Fold over an inch wide vertical flap. On the folded flap write the letter "e". Unfold the card. Some words to use include hid, rid, rat, cut, past and plan.

DIRECTIONS: Ask the child to first read the word without folding the card, then fold the card so the "e" appears and read the new word. The children can make other word cards with words that follow the magical "e" rule.

SKILL: Silent "E"

TITLE: Add an E to Make a New Word

OBJECTIVE: To help the child understand how a silent "E" influences the pronunciation of the previous vowel.

MATERIALS: A worksheet with words that can be changed in pronunciation and meaning by adding an "E" to the word, pen.

PREPARATION: Compile a list of words that can be changed by adding an "E" to the end of the word. Some examples include:

tap-tape	pet-Pete	kit-kite
hop-hope	van-vane	pin-pine
mad-made	man-mane	pop-pope
cut-cute	hid-hide	rod-rode
kit-kite	rid-ride	not-note
pet-Pete	bit-bite	tot-tote
tap-tape	spit-spite	cod-code
mat-mate	win-wine	bed-Bede
rat-rate	twin-twine	tub-tube
hat-hate	shin-shine	dud-dude
cap-cape	fin-fine	hop-hope
dam-dame	spin-spine	cut-cute

On the worksheet include only the words without the "E".

DIRECTIONS: Ask your child to rewrite each word by adding an "E" to each word on the worksheet. Then have him or her read each pair of words to you so the differences in pronunciation can be noted.

SKILL: Silent "E"

TITLE: Find the Silent "E"

OBJECTIVE: To enable children to identify words with the silent "E".

MATERIALS: Worksheets with paragraphs containing words with the silent "E" or other printed material (such as old newspapers) that children can write on, pen.

PREPARATION: Select passages for children to read making sure that there are words in the passages containing the silent "E".

DIRECTIONS: Ask your child to read the passage you select and then underline the words containing the silent "E".

SKILL: Prefixes

TITLE: Prefix Piggies

OBJECTIVE: To have children practice the concept of a prefix and a root word.

MATERIALS: Posterboard, scissors, markers, pig pattern, clear, self-adhesive plastic, word list, box for storage and a label.

PREPARATION:
1. Make at least a dozen Pig outlines on posterboard and fill in details
2. Print a prefix on the head and a root word on the body before covering with plastic and cutting the head from the body. Suggested words are unhappy, display, redo, unkind, inside, ahead, disbelieve, unclear, replay, inhale, away, disagree.
3. Prepare a box and label for storage

DIRECTIONS: Don't lose your head! Put the Prefix Piggies together. Read each word that you make. Be sure to look at prefixes and root words.

VARIATIONS: The prefix could stand alone on the head and the body could contain the meaning of the prefix. Any animal figure could be used, it's just that our children have a thing about pigs. They love them!

SKILL: Prefixes

TITLE: Cross Out the Word

OBJECTIVE: To have children select appropriate words based on the presence or absence of prefixes.

MATERIALS: A worksheet containing sentences which have pairs of words, one without a prefix and one with a prefix.

PREPARATION: Prepare a worksheet containing sentences which have pairs of words, one without a prefix and one with a prefix. Some examples include:

1. Mary (tied, untied) the package to see what was inside
2. It is (necessary, unnecessary) to watch the traffic signals

DIRECTIONS: Choose the word that will complete the meaning of each sentence. Cross out the word that does not belong.

SKILL: Prefixes

TITLE: Knowing Prefixes

OBJECTIVE: To have children be able to understand how prefixes change the meanings of words.

MATERIALS: A listing of words which can have prefixes attached. A sample list has been included.

PREPARATION: Compile a list of words to which prefixes can be added.

DIRECTIONS:

a. Write the prefix *mis* before each word and define the word.

.....place .....
.....understand .....
.....direct .....
.....conduct .....
.....spell .....
.....carry .....
.....fit .....
.....deed .....

b. Write the prefix *ante* before each word and define the word.

.....bellum .....
.....room .....
.....diluvian .....
.....chamber .....
.....cedent .....

.....orbital .....
.....Victorian .....
.....cede .....

c. Write the prefix *pre* before each word and define the word.

.....fix .....
.....historic .....
.....view .....
.....cook .....
.....school .....
.....dict .....
.....determine .....
.....paid .....

d. Write the prefix *im* or *in* before each word and define the word.

.....patient .....
.....possible .....
.....perfect .....
.....capable .....
.....direct .....
.....practical .....
.....polite .....
.....pure .....

SKILL: Root Words, Prefixes and Suffixes

TITLE: Rooty Ants

OBJECTIVE: To have the children reinforce the concepts of prefix, root word, and suffix.

MATERIALS: Posterboard, ant pattern word list, scissors, magic marker (black), clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Trace the outline of ten ants onto posterboard. Several colors could be used.
2. Outline the body parts.
3. Print a prefix on the head, a root word on the thorax, and a suffix on the abdomen. (This is a good way to review your knowledge of insects and that of the children, too!)

4. Cover with plastic; cut the head and abdomen away, and you've got a "Rooty Ant" puzzle!

5. Suggested words are; unthoughtful, unlikely, unkindly, disobeyed, replaying impolitely, unfriendly, unfeeling, awaiting, unhealthy.
6. Be sure to space word parts on the puzzle pieces so that they are easy to recongnize and unlock.
7. Prepare box and label for storage.

DIRECTIONS: Look at the bodies of the ants. See if you can add a prefix and a suffix to each one. Make a whole ant for each body.

SKILL: Root Words

TITLE: Identifying Root Words

OBJECTIVE: To enable children to recognize root words.

MATERIALS: Worksheet with a list of words that contain root words with prefixes and/or suffixes, pen.

PREPARATION: Prepare a list of words which contain root words and put them on a worksheet.

DIRECTIONS: Ask your child to underline the root words on the worksheet.

SKILL: Root Words

TITLE: Finding Root Words

OBJECTIVE: To develop a child's ability to identify root words.

MATERIALS: Some reading material.

PREPARATION: Select some material for your child to read. Make sure it has some words containing root words in it.

DIRECTIONS: Have your child read the passage you selected and then have him or her write down all the words in the selection containing root words.

SKILL: Possessives

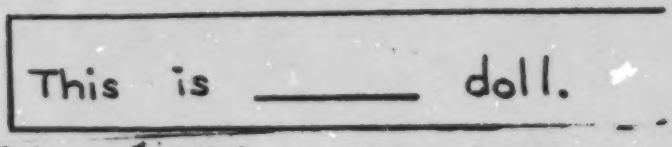
TITLE: Our Belongings

OBJECTIVE: To practice the use of the 's and its meaning.

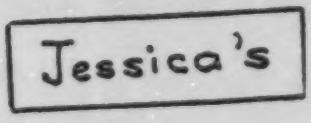
MATERIALS: Children, share and tell items, camera and film, posterboard, glue, markers, box and label for storage.

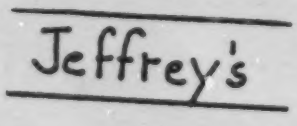
PREPARATION:

1. Take photos of the children and articles that they bring for share and tell.
2. Mount photos on posterboard.
3. Print sentences on posterboard strips to match photos. DO NOT use the child's name but use a line where it should be.



4. Print each child's anme with an 's on a small strip of posterboard. It should fit over the straight line above.





5. Code the backs of photos, name cards, and sentence strips.
6. Prepare a box and label for storage.

DIRECTIONS: Look at your friends and what belongs to them. Find a sentence and the person's name to complete it for each photo.

SKILL: Possessives

TITLE: Identifying Possessives

OBJECTIVE: To encourage children to recognize possessives.

MATERIALS: Any sort of reading material.

PREPARATION: Select some material for you child to read.

DIRECTIONS: Ask your child to read the selected material and then list all the words in that passage that appear in possessive form.

SKILL: Possessives

TITLE: Write the Possessive

OBJECTIVE: To provide children with practice in writing possessives.

MATERIALS: A worksheet with a list of phrases or sentences to be written as possessives.

PREPARATION: Prepare a list of sentences and phrases in which children can rewrite the sentence or phrase so that the intended possessive appears in the sentence.

DIRECTIONS: Ask your child to rewrite the sentence or phrase so that the intended possessive appears in the sentence.

SKILL: Inflected Endings (Plurals)

TITLE: Plural Party

OBJECTIVE: To reinforce the concept of changing "y" to "i" and adding "es" when spelling the plural form of certain nouns.

MATERIALS: Sources for pictures, posterboard, marker (black), scissors, paste, clear, self-adhesive plastic; box and label for storage.

PREPARATION:
1. Find pictures to illustrate such words as party, baby, cherry, bunny, daddy, mommy, lady, strawberry, and candy.
2. Paste each picture on a 3" square of posterboard and print the singular form beneath the picture. Cover with plastic and cut out cards.
3. Print the plural form on the back of each card.
4. Prepare 3 sets of alphabet letters on 1" posterboard squares and make 10 extra sets of vowels.
5. Prepare a box and label for storage.

DIRECTIONS: Find a friend and have a "Plural Party." Give each person the same number of cards. Look at the picture and word on each card. Use the letter cards and spell the plural for each word. Then check the back of the card and correct yourself.

VARIATION: Pictures which represent other plural forms can be added to the game.

SKILL: Inflected Endings - Comparison of Adjectives

TITLE: Monkey in the Tree

OBJECTIVE: To have children develop the skill of identifying root words.

MATERIALS: 4" x 6" index cards, posterboard or cardboard, monkey and tree patterns, markers, clear, self-adhesive plastic, scissors, magnetic tape, list of root words and their variants, box and label for storage.

PREPARATION:

1. Make a monkey pattern and trace forms on index cards.
2. Write a root word on each monkey.

3. Cover each monkey with clear, self-adhesive plastic before cutting it out.
4. Put magnetic tape on the back of each monkey.
5. Draw trees with root word derivatives written on each one. Cover with plastic before cutting out.

6. Magnetize each of the trees.
7. Prepare a box and label for storage.

DIRECTIONS: Line up the trees and make a jungle. Put each monkey in the right tree. Look for the root word you can see in the words written on each tree.

VARIATIONS: Contractions could be written on each monkey, and their long forms could be written on the trees.

SKILL: Inflected Endings

TITLE: Ghostly Guests

OBJECTIVE: To practice the use of variant inflectional endings and verbs which double the final letters before ed, ing.

MATERIALS: Index cards, double set of alphabet letters, ghost pattern, scissors, clear, self-adhesive plastic, box and label for storage.

PREPARATION:
1. Trace ten ghosts. The index cards work well for this games.
2. Fill in facial features with a marker.
3. Print a word such as hop, tap, beg, pet, fit, tag, top, dab, tan, pat on each ghost. Cover with plastic and cut out.
4. On the back of each ghost print the same word using the "ed" and "ing" ending.

5. If you do not have them available, made a double set of alphabet letters and cut them apart.
6. Prepare a box and label for storage.

DIRECTIONS: Ten ghosts have come to visit! Read the word on each ghost. Think about the rule for for adding an ending to these words. Then spell out the ten words and add "ed" or "ing" to each. Check the back of the ghost to see if you are correct. If you made a mistake, respell the word correctly. Tell the ghosts not to haunt anyone!

VARIATION: Holes can be punched into each ghost and letter card with a paper punch. The game can then become a peg-board learning center.

Also, the same sort of idea can be used for adjectives which change the "y" to "i" before adding er or est.

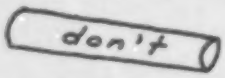
SKILL: Contractions

OBJECTIVE: To have children practice the concept of contractions.

MATERIALS: Red and white posterboard, scissors, markers, bird shapes, white construction paper, paste, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Draw eight to ten branches on white posterboard.
2. Color branches brown and print a contraction on each.



3. Trace eight to ten sets of lovebirds onto red posterboard.
4. Color facial features and hats.
5. Make little hearts from white construction paper.
6. Print the words for contractions on each of two hearts.
7. Paste the two hearts which form a contraction on the breasts of a set of birds.

8. Cover birds and branches with plastic. Cut out branches and cut each set of birds in half. Number sets on the back as a self-checking device.
9. Prepare a box and label for storage.

DIRECTIONS: Read the two words on each set. Match the lovebirds. Look on the back to check yourself. Find the right branch for each set of birds.

VARIATIONS: Any shapes which would make a likely pair could be used. Instead of contractions, compound words could be used or words for pairs such as cup/saucer, pencil/paper, etc.

SKILL: Contractions

TITLE: Contractions

OBJECTIVE: To have the children match contractions with the words they stand for.

MATERIALS: Unruled 3" x 5" index cards, pen.

PREPARATION: Compile a list of contractions and the words they stand for. Write each contraction and each phase on an index card.

DIRECTIONS: Ask you child to match each contraction with its fuller phrase. Your child may also wish to make it a card game and play it with you or a friend.

SKILL: Contractions

TITLE: A Dog's Life

OBJECTIVE: To have children practice the concept of contractions.

MATERIALS: Index cards (5"x8") or posterboard, scissors, marking; dog and doghouse patterns, clear, self-adhesive plastic, box for storage and a label.

PREPARATION:

1. Trace or draw ten dog and ten doghouse shapes.
2. Outline each and color in details
3. Print a contraction on each dog and the words for these contractions on each doghouse.
4. Cover with plastic and cut out.
5. Code backs of dogs and doghouses for self-checking.
6. Prepare box and label for storage.

DIRECTIONS: These little dogs need a home. Can you help each of them to find a good home? Match the contractions with words. Turn dogs and dog houses over to check yourself.

VARIATIONS: We have enjoyed using this game as a group activity. By placing magnetic tape of the back of each piece, it becomes a useful game for a chalkboard or other magnetic surface.

SKILL: Compound Words

TITLE: Mend the Broken Hearts

OBJECTIVE: To have children practice the use of compound words.

MATERIALS: Red posterboard, heart-shaped pattern, magic markers, scissors, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Trace 10 to 12 hearts (4" wide) onto red posterboard.
2. Outline the heart with black magic marker and put a broken line down the center.
3. Write a word on each side of the heart which would form a compound word.

4. Cover with plastic; then cut out the hearts and cut along the broken line.
5. Prepare a box and label for storage.

DIRECTIONS: Try to mend the broken hearts. Put the heart pieces together and read the compound words.

VARIATIONS: Any outline can be used: trees for Christmas, shamrock for St. Patrick's Day, etc.

SKILL: Compound Words

TITLE: Compound Fracture

OBJECTIVE: To have children review or practice the concept of compound words.

MATERIALS: Workbook or magazine pictures; scissors; paste, posterboard; clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Find pictures of objects that when matched will make a compound word. Suggestions: a horse and a shoe, a nut and a shell, a tree and a house, a cow and a boy, etc.

2. Paste pictures on 3" x 4" posterboard rectangles, cover them with plastic, and cut them apart.

3. Make 1" x 3" name cards for each compound word that can be formed.

Treehouse

4. On the backs of cards code the two matching pictures and corresponding word card for self-checking.

5. Prepare a box and label for storage.

DIRECTIONS: Look at each picture. Match two that will make a compound word. Put the word card for each word you make under the compound word that you make. Turn cards over to see if you are right.

VARIATION: Use the game as a reading group activity. Give each child a picture card and have him team with another group member to form a compound word. An oral response can be given by another group member or it could be written on the chalkboard.

SKILL: Compound Words

TITLE: Catch That Compound!

OBJECTIVE: To have children practice the recognition of compound words by matching pictures and words.

MATERIALS: Magazines and/or old workbooks, posterboard (two colors), scissors, paste, thin-lined marker, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Find about 20 pictures which illustrate a compound word or draw your own.
2. Measure 3" x 2" rectangles on posterboard. Mount the pictures, cover them with plastic, and cut out cards. Number the back of each card.
3. Measure 1" x 3" strips on posterboard. Print the compound word for each picture on a strip with a thin-lined magic marker. Cover with plastic before cutting out. Number the back to correspond to a picture.
4. Picture suggestions are: birdhouse, rowboat, airplane, policeman, grasshopper, treehouse, snowman, rooftop, corncob, grapefruit, ladybug, runway, footprints, cowboy, firetruck, scarecrow, mailbox, greenhouse, schoolhouse, raindrops.
5. Prepare a box and label for storage.

DIRECTIONS: Pick a friend to play this game with you. Each of you take 10 picture cards. Put the word cards in the center with the words showing. Take turns finding the words to match your pictures. Then turn the picture and word cards over and see if you were right.

VARIATIONS: Several children can play the game with the teacher. It can be used as a diagnostic tool.

NOTE: We have devised several games dealing with the skill of compound words. Each one approaches the skill differently or at a varying level of difficulty. This is our way of meeting individual needs. It also provides us with a variety of materials for use in a learning center on this skill.

SKILL: Suffixes

TITLE: Recognizing Suffixes

OBJECTIVE: To have children identify suffixes and define the meanings of words which contain suffixes.

MATERIALS: Worksheets with words containing suffixes.

PREPARATION: Compile a list of words which contain suffixes. The following format is suggested.

1. painful .....
2. wonderful .....
3. wooden .....
4. quickest .....
5. farmer .....
6. smoother .....
7. unsuitable .....
8. disagreeable .....
9. kingdom .....
10. freedom .....
11. powerless .....
12. ruler .....
13. kindness .....
14. settlement .....
15. meaningless .....
16. homesickness .....
17. actor .....
18. miner .....
19. unkindly .....
20. weakly .....
21. improvement .....
22. thoughtfully .....
23. lonely .....
24. dreadful .....
25. enjoyment .....
26. movement .....
27. manly .....
28. unforgivable .....
29. ungrateful .....
30. slowest .....
31. slowly .....
32. silken .....

DIRECTIONS: Write the definitions of the following words. Circle the suffix and underline the base word.

SKILL: Suffixes

TITLE: Suffix Squirrel

OBJECTIVE: To have children study and review the concept of the root word and suffix.

MATERIALS: Posterboard, scissors, squirrel design, word list, markers, clear, self-adhesive plastic, box for storage and a label.

PREPARATION:

1. Trace on posterboard ten to twelve squirrel designs. One or more colors of posterboard can be used.
2. After outlining the figures and filling in details, write a root word on each body and a suffix on each tail. Cover with plastic.
3. Cut out squirrels cutting each tail away from the body. Follow the rounded tail section rather than make the cut in jigsaw style.
4. Prepare a box and label for storage.

DIRECTIONS: Give each squirrel a tail. Read each word that you make. Be sure not to lose your tails!

VARIATION: Instead of using just the squirrel, several different animals and their tails could be used. Nuts could be added which give the meaning of the word or a sentence which uses the word.

SKILL: Suffixes and Prefixes

TITLE: Using Suffixes and Prefixes

OBJECTIVE: To have children properly use suffixes and prefixes.

MATERIALS: Worksheet with a list of words that can have prefixes or suffixes added to them.

PREPARATION: Prepare a list of words to which prefixes and suffixes can be added. The list below is a start. A list of prefixes and suffixes is attached.

USING PREFIXES AND SUFFIXES

1. *kind*
2. *honest*
3. *believe*
4. *place*
5. *fit*
6. *carry*
7. *pay*
8. *like*
9. *comfort*
10. *pleasant*
11. *prove*
12. *complete*

Prefixes:

Prefix	*Meaning*	*Qualifying Word*
ab	away from	absent
ad	to	adhere
ambi, amphi	both	amphibian
ante	before	anteroom
anti	against	antibody
auto	self	autobiography
be	by	beside
bi	two	bicycle
circum	around	circumference
com, con, co	together	combine
contra, counter	against	contraband
de	from, down	depart
dis	not, away	disagree
en	in	enroll
ex	out	export
hemi	half	hemisphere
hyper	above	hyperactive
hypo	under	hypodermic
in, im	into, not	impossible
inter	between	interstate
il, ir	not	illegal
mis	wrong	misinform
multi	many	multitude
non	not	nonskid
op	against	oppose
out	over, surpass	outshine
para	beside	paragraph
per	through	pertain
poly	many	polysyllable
post	after	postoperative
pre	before	preschool
pro	in front of, before	program
re	back	remit
semi	half	semicircle
sub	under	submarine
super	above	superintendent
syn, sym	together	sympathy
trans	across	transatlantic
ultra	above	ultramodern
un	not	unknown
with	against	withhold

Suffixes

able	capable of being
age	act or state of
al	relation to
ate (noun)	one who
ate (verb)	to make
ble, ible	capable of being
cy	state of
den, dom	state or condition
er	little, maker of
est	comparison
ful	capable of being
ian	relating to
ise, ize	to make
ish	state of being
ism	act of
ist, ite	one who
ity, ty	state of being
ly	like, in manner
less	without
ment	state or quality
ness	state of being
ship	relationship
some	state of being
ster	one who
tion	state or condition
tude	state or condition
ure	act or process
ward	direction of

DIRECTIONS: Add prefixes and suffixes to the basewords. Make as many new words as possible by using the

SKILL: Syllabication

TITLE: Count the Syllables

OBJECTIVE: To refine the skill of hearing the number of syllables in a word

MATERIALS: Posterboard (any color), scissors, paste, markers, pictures from old books or magazines, clear, self-adhesive plastic, box for storage and a label.

PREPARATION: Find at least twelve pictures of 1,2,3, and 4 syllable words or draw them. Examples: fox, robin, anteater, caterpillar. Measure 4x4 inch squares on posterboard. Mount pictures on squares, cover with plastic, and cut out. Mark the number of syllables on the back of each card for self-checking. Prepare box and label for storage.

DIRECTIONS: Look at each picture. Say the word and think how many syllables it has. Look on the back of the card to check yourself.

VARIATIONS: This game could be used as a part of a learning center on syllables, an instructional aid in a reading group, or a diagnostic check-up tool.

SKILL: Syllabication

TITLE: Flying Syllables

OBJECTIVE: To give the child practice in listening for and determining how many syllables are in a word.

MATERIALS: 5x8 index cards, felt-tipped markers, varous colors of construction paper or posterboard, kite pattern, scissors, list of mult-syllable words, clear, self-adhesive plastic, magnetic tape, box and label for storage.

PREPARATION: Trace the kite pattern on a 5x8 index card. Make as many kites as you have words on your list. Write a multi-syllable word on each kite. Cover kites with plastic before cutting out. Code each kite on the back by writing the number of syllables contained in each word. Then magnetize with magnetic tape. On the construction paper or the posterboard, draw small "ties" for the tails of each kite. Make a tail for every syllable in each word. Cover tails with clear, self-adhesive plastic, cut out, and magnetize with magnetic tape. Put in a storage box and label.

DIRECTIONS: Take all the kites and put them on a magnetic surface. Read the word on a kite and put as many tails on it as there are syllables in the word. Look on the back of each kite to check yourself.

VARIATION: Use the game for the auditory discrimination of syllables for children who are not yet ready to read the words and determine syllables but should begin to listen for word parts.

SKILL: Syllabication

TITLE: Lurking Lions

PURPOSE: To reinforce the skill of recognizing and using basic syllabication rules.

MATERIALS: Pattern for lion, 5 plastic fruit baskets (one-pint size), felt-tipped markers, 5" x 8" index cards, clear, self-adhesive plastic, scissors, large box for storage and a label.

PREPARATION:

1. Write each of these basic rules of syllabication on a 2" x 3" strip of index card:

   Rule 1 Single consonant between two vowels
   Rule 2 Double consonant between two vowels
   Rule 3 Consonant before final "le"
   Rule 4 Suffix "ed" is a separate syllable
   Rule 5 "ing" is usually a separate syllable

2. Number and label the plastic fruit baskets with these cards. These baskets will represent cages for the lions.
3. Trace 30 lion pattern shapes- each one on a 5" x 8" card.
4. On each lion write one of the following words. Each one fits into one of the rules of syllabication written on the cages.

1	
pupil	(pu pil)
broken	(bro ken)
mural	(mu ral)
token	(to ken)
taken	(ta ken)

2	
letter	(let ter)
pressure	(pres sure)
happy	(hap py)
ribbon	(rib bon)
little	(lit tle)
bigger	(big ger)
rabbit	(rab bit)
dessert	(des sert)

3	
able	(a ble)
table	(ta ble)
turtle	(tur tle)
circle	(cir cle)
whistle	(whis tle)
maple	(ma ple)

4	
planted	(plant ed)
wanted	(want ed)
molded	(mold ed)
needed	(need ed)
folded	(fold ed)

5	
watching	(watch ing)
seeing	(see ing)
talking	(talk ing)
walking	(walk ing)
lurking	(lurk ing)
smiling	(smil ing)

5. Code each lion on the back with the syllabication rule number and the word breakdown in syllables.
6. Cover each lion with clear, self-adhesive plastic; then cut it out.
7. Put the lions and their "cages" in a box for storage and label your game.

DIRECTIONS:

The lions have escaped from the zoo! It's your job to find them and put them back into their proper cages. Sort out the cages. Read the rules on the front of each cage. Look at each lion and read the word written on his tummy. Figure out which rule you would use if you were breaking the lion's word into syllables. Look for a clue in each word. To help you figure out the right answers, read the word on the back of each lion; it is already broken down into syllables for you. Which rule did you use for each lion? You will find them on the cages. Put the lions back in their right cages and be sure not to let them bite you!

SKILL: Using a Word in its Proper Context

TITLE: Fill In the Blank

OBJECTIVE: To provide children with an opportunity to use words in their proper contexts.

MATERIALS: Worksheet containing sentences with words missing.

PREPARATION: Write at least 25 sentences leaving out at least one key word in each sentence.

DIRECTIONS: Ask your child to complete the sentences with the appropriate word(s).

SKILL: Using a Word in its Proper Context

TITLE: Use the Word Properly!

OBJECTIVE: To have the children practice using words in their proper context.

MATERIALS: A worksheet with a list of words.

PREPARATION: Select words at your child's level and write them on a worksheet.

DIRECTIONS: Ask your child to write a sentence for each word listed, using it in its proper context.

SKILL: Using a Word in its Proper Context

TITLE: Use the Right Word!

OBJECTIVE: To provide children with an opportunity to use words appropriately.

MATERIALS: Worksheet with sentences and underlined words.

PREPARATION: Prepare a variety of sentences and in them use some words properly and others inappropriately. Underline the words you wish the children to consider whether they are used properly or not.

DIRECTIONS: Ask your child to read the sentences on the worksheet and determine whether the words that are underlined are used properly or not. If they are not, have the children put a word in that is appropriate.

SKILL: Configuration Clues

TITLE: Word Configuration

OBJECTIVE: To have the children begin to understand configuration clues.

MATERIALS: Blocks, word cards.

PREPARATION: Collect some blocks and write words of a variety of lengths on the word cards.

DIRECTIONS: Give your child some wooden blocks (enough to cover the longest word on the list) and then show him or her one of the word cards. Ask them to put together the number of blocks required to make the word. A three-letter word would require three blocks. Continue on this way through your word list. If you have enough blocks, you could leave the blocks intact and ask your child to match the word cards with the proper number of blocks.

SKILL: Configuration Clues

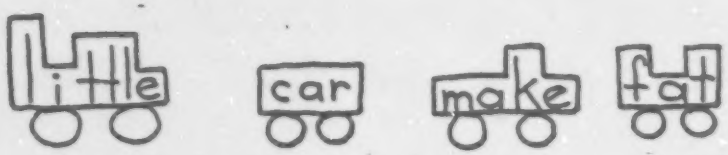
TITLE: Take a Ride on Little Toot!

OBJECTIVE: To develop the skill of recognizing configuration clues.

MATERIALS: Posterboard, markers, clear, self-adhesive plastic, index cards, scissors, box and label for storage, list of words with varying configurations.

PREPARATION:

1. Draw train cars on posterboard to correlate with the configurations of the words on your list.



2. Cover cars with clear, self-adhesive plastic; then cut them out. These train cars will be the masters for sorting and discriminating configurations of the words on your list.
3. Write words that match the shapes of the train cars on index cards. Cover them with clear, self-adhesive plastic.
4. Code cars and index cards for self-checking.
5. Store cards and train parts in a box.

DIRECTIONS: Lay Little Toot out on the floor. Take the word cards and put them in a pile. Take the top card from the pile and look at the word. Trace around the word with your finger. Can you see the shape of the word? Now find a car in Little Toot's train that has the same shape as the word on the card. When you have found it, lay the word card on top of the car in Little Toot's train. Do the same with all of the other word cards. Look at the backs of cars and cards to see if you are right. Find some friends and play the game with them! Hope you enjoy your ride on Little Toot's Express!

SKILL: Configuration Clues

TITLE: Configuration Clues

OBJECTIVE: To help children recognize words by using configuration clues.

MATERIALS: Worksheet with configuration blocks and words that will fit into these blocks.

PREPARATION: Make a list of words and put them on a worksheet. Then draw a configuration block on the worksheet for each word.

DIRECTIONS: Ask your child to put each word in its proper configuration block. Have him or her pronounce the words after completing the exercise.

SKILL: Structural Analysis

TITLE: Circle the Word Part

OBJECTIVE: To help children recognize commonalities in word structures so they can decode unfamiliar words more easily.

MATERIALS: Magazines, newspapers or other printed materials, pen.

PREPARATION: Select some common word parts, such as prefises, suffixes, verb tenses, common parts of compound words, etc.

DIRECTIONS: Select one or two specific word parts and ask the child to underline on the printed page how many times that word part appears. Ask your child to note the similarities in pronunciation.

SKILL: Structural Analysis

TITLE: Analying Word Structure

OBJECTIVE: To have children understand that they can learn how to read some new words by breaking a larger word into smaller components.

MATERIALS: Worksheet with at least 25 words that can be divided into smaller components, pen.

PREPARATION: Make a list of words that can be broken into smaller components.

DIRECTIONS: Ask your child to read the words on the worksheet and demonstrate how these words can be subdivided into small components if reading the word is difficult.

SKILL: Structural Analysis

TITLE: Structural Analysis

OBJECTIVE: To show children how addititons to words change their word structure

MATERIALS: A list of words with various forms, pen, paper.

PREPARATION: Compile a list of words and include some variations on each of these words.

DIRECTIONS: Ask your child "What part of the word "_____" helps you remember it? " After your child responds, add to the word and have your child note the difference in the word's shape. Pronounce the two words so the child can hear the difference.

SKILL: Dictionary Skills

TITLE: Dictionary Practice

OBJECTIVE: To provide the child with practice in locating words in the dictionary and learning their meaning.

MATERIALS: Dictionary, word list, pen, paper.

PREPARATION: Select at least ten words at your child's level that can be looked up in the dictionary.

DIRECTIONS: Ask your child to write each word and its meaning on the paper provided. He or she may also include the page number on which it appears in the dictionary with the word.

SKILL: Dictionary Skills

TITLE: Finding a Word in the Dictionary

OBJECTIVE: To provide children with an opportunity to practice their word location skills.

MATERIALS: List of words to be put in order.

PREPARATION: Create a list of words that children might have to look up in the dictionary. The following list is an example.

.....carrot	.....diamond	.....tumble	.....nonsense
.....elevator	.....witch	.....queer	.....insect
.....frog	.....dozen	.....vegetable	.....jungle
.....dictionary	.....mouse	.....quack	.....manner
... blink	.....glue	.....yawn	.....nowhere
.....song	.....giant	.....special	.....outside
.....scold	.....every	.....cage	.....remember
.....answer	.....end	.....patch	.....struck
.....gather	.....lamb	.....knock	.....tremble
.....drank	.....lost	.....inside	.....shelter
.....harm	.....hunt	.....pearl	.....wicked

DIRECTIONS: Ask your child to number the words to show the order in which they would appear in the dictionary.

SKILL: Dictionary Skills

TITLE: Correct Spelling

OBJECTIVE: To encourage children to use the dictionary when they are unsure about the spelling of a word.

MATERIALS: Dictionary, list of commonly misspelled words, pen, paper.

PREPARATION: Obtain a dictionary and a list of commonly misspelled words.

DIRECTIONS: Ask your child to look up the words in the dictionary to make sure they are spelled properly.

SKILL: Synonyms

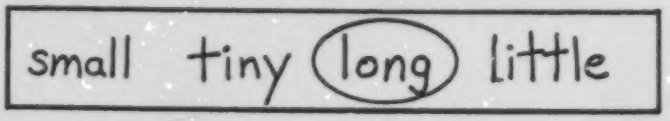
TITLE: Ring the Words

OBJECTIVE: To have the children develop the skill of recognizing synonyms.

MATERIALS: Posterboard, felt-tipped markers, scissors, clear, self-adhesive plastic, rubber jar rings used for canning, list of synonyms, box and label for storage.

PREPARATION:

1. Cut strips out of posterboard measuring 3" x 12".
2. On these strips write four words - three synonyms and one that is not a synonym.



3. Cover each strip with clear, self-adhesive plastic and store in a box with the rubber rings.

DIRECTIONS: Look at all of the words written on each strip. Find the one word that does not belong with the others. Three of the words have the same meaning; one does not. After you have found the one that doesn't belong, put a rubber ring around it. Do the same with all of the strips of words.

VARIATION: This game can be used with antonyms. Just have the child put rings around the pair of opposites.

SKILL: Antonyms

TITLE: Catch a Baby Kangaroo

OBJECTIVE: To have the children practice identifying words with opposite meanings.

MATERIALS: Posterboards (any color), kangaroo and baby pattern, felt-tipped markers, clear, self-adhesive plastic, scissors, razor blade, box and label for storage.

PREPARATION:
1. Trace twelve mother kangaroos and twelve babies onto posterboard.
2. Fill in details with markers.
3. Print a word on each mother kangaroo and its opposite on a baby.

4. Suggested antonyms are: in-out, up-down, on-off, black-white, top-bottom, pretty-ugly, happy-sad, give-take, dark-light, rain-shine, come-go, yes-no.
5. Cover with plastic and cut out.
6. Slit each mother's pouch with a razor blade so that a baby can easily fit into it.
7. Code the back of each baby and mother with a number or design for self-checking.
8. Prepare a box and label for storage.

DIRECTIONS: Help the mother kangaroos to find their babies. Read the word on each mother and find the baby that has a word which means the opposite. Put the baby in the mother's pouch.

VARIATIONS: The game could be used by two children or a small instructional group. Several mothers and babies could be made with no words and children could make up their own. A grease pencil over lamination or clear adhesive will easily wipe off.

SKILL: Homonyms

TITLE: Tasty Homonyms

OBJECTIVE: To have children practice the use of homonyms.

MATERIALS: Brown posterboard or construction paper, gingerbread figure pattern, magnetic tape, white index cards, thin-lined marker, colored markers, scissors, clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Trace 10 gingerbread figures on posterboard or construction paper.
2. Fill in facial details and decorate each figure, except for the center.
3. Cover with plastic and cut out.
4. Cut magnetic tape into ¼" to ½" pieces. Place 2 pieces on each gingerbread figure where icing or raisins are usually found.
5. Outline 20 button-like or icing-like pieces, about 3/4" round, on index cards. Fill in with colored markers.

6. Print homonyms on each piece. Cover with plastic and cut out. Be sure to have 10 pairs!

Words which can be used are: him-hymn, tea-tee, made-maid, sea-see, pair-pear, doe-dough, deer-dear, I-eye, tow-toe, fair-fare.

7. Code the backs of the homonym pieces for self-checking. Place magnetic tape on the back of each piece.
8. Prepare a box and label for storage.

DIRECTIONS: Be a baker! Decorate each gingerbread figure with a pair of homonyms. Check yourself. Don't eat any! They're made of paper!

VARIATIONS: This game could be mounted and used as a learning center. It would be appropriate to use at Christmastime. You might have children compose sentences either orally or in print to show the various meanings of homonym words.

SKILL: Key Words

TITLE: Looking for a Key Word

OBJECTIVE: To provide children with practice in finding answers to questions by using key words.

MATERIALS: Textbook, worksheet with questions on information found in the book.

PREPARATION: Write some questions based on the information found in the textbook you selected.

DIRECTIONS: Ask your child to determine the key words in the questions and then find the information in the textbook.

SKILL: Key Words

TITLE: Watching for Key Words

OBJECTIVE: To provide children with practice in identifying key words.

MATERIALS: Pen, worksheet with sentences similar to the following on it.

Example: Find the Key Words
Read the sentences and do what your are asked to do. Underline the key words.

a. If squirrels are rodents, cross out the first verb in this sentence.
b. If June comes before March, write your name.
c. Write the first letter of the name of the largest city in the United States. etc.

PREPARATION: Prepare a worksheet with sentences similar to the above on it. An answer key so the children can check their own work might also be helpful.

DIRECTIONS: Ask your child to read the sentences and do what they are asked to do in the sentence. Ask them to underline the key words.

SKILL: Key Words

TITLE: Selecting the Key Words

OBJECTIVE: To provide children with practice in selecting key words.

MATERIALS: Newspapers, magazines or any other reading materials.

PREPARATION: Select some reading material for your child to read.

DIRECTIONS: Ask your child to read a particular selection and then choose ten key words that would describe the material he or she read.

SKILL: Context/Picture Clues

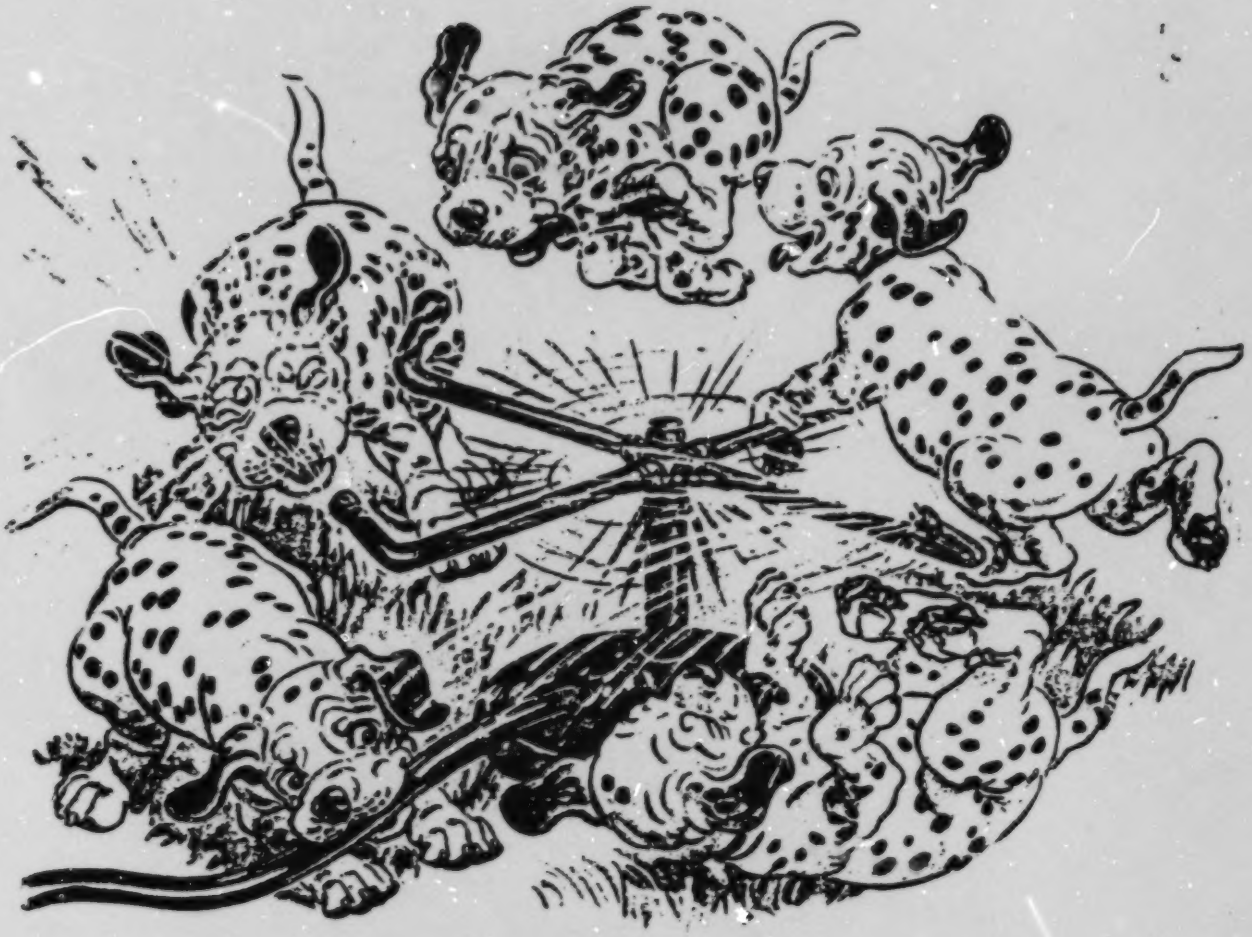
TITLE: Picture Clues

OBJECTIVE: Children will demonstrate their ability to extract information from picture clues.

MATERIALS: Construction paper, pictures, paper, paste.

PREPARATION: Paste the pictures on the top of the paper and the questions on the bottom half of the paper. See attached example.

DIRECTIONS: Have the children complete the sentences with the proper words.



1. There are ..... puppies.
2. The puppies are ..... with water.
3. The puppies are ..... and ..... .
4. One puppy is ..... the hose.
5. ..... puppy fell down.

* * * * * * * * *

one	five
two	playing
black	brown
white	biting

SKILL: Context Clues

TITLE: Using Context Clues

OBJECTIVE: Based on context clues, children will demonstrate their understanding of sentences by being able to fill in missing letters in words.

MATERIALS: Paper, pencil.

PREPARATION: Write sentences with one word missing some letters.

a. Take the d ... y clothes out of the basket.
b. The dog d....g a deep hole.
c. The boy listened for the call of the o.....l.
d. The Eskimos live in i.....s.
e. The girl wore m.....s on her hands.
f. The man climbed to the top of the m..... .....n.

DIRECTIONS:

Read each sentence to see if you can discover the word that belongs in the blank. Write the word in the blank by filling in the missing letters.

SKILL: Context Clues

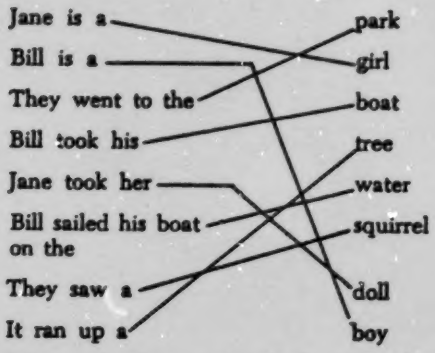
TITLE: Using Context

OBJECTIVE: After reading a short paragraph, the child will be able to match sentence pairs.

MATERIALS: Paper with short paragraphs and sentence pairs to be matched.

PREPARATION: Collect or write short paragraphs and then develop sentence pairs that need to be developed.

Example: Jane and Bill went to the park. Jane took her doll. Bill took his boat. He sailed his boat on the water. They saw a squirrel. It ran up a tree.



DIRECTIONS: Have the child read the paragraph and then match the sentence pairs to accurately complete the sentence.

SKILL: Idioms

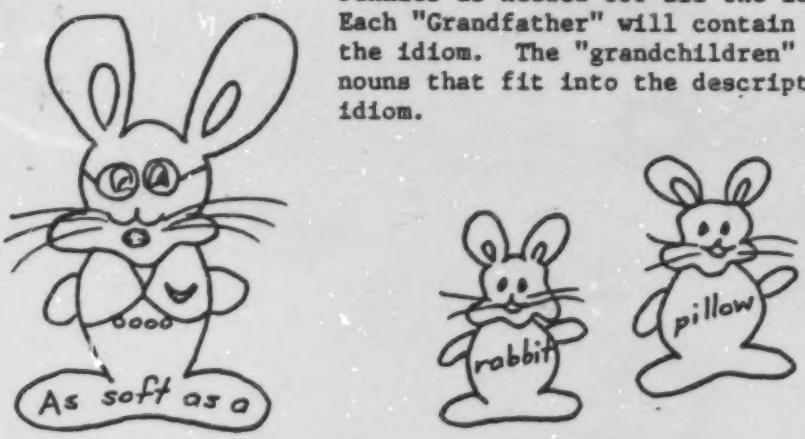
TITLE: Find My Grandchildren

OBJECTIVE: To have children recognize and classify idioms of speech.

MATERIALS: Posterboard, Grandfather and Grandchild Bunny pattern index cards, felt-tipped markers, scissors, clear, self-adhesive plastic, list of idioms, box and label for storage.

PREPARATION:

1. Make a pattern of "Grandfather Bunny" and his "grandchild". Trace these on posterboard making as many bunnies as needed for all the idioms on your list. Each "Grandfather" will contain the first part of the idiom. The "grandchildren" will contain the nouns that fit into the descriptive category of the idiom.



2. Cover the bunnies with clear, self-adhesive plastic before cutting them out.

3. Some examples of idioms are:
   As soft as ... silk, a pillow, cotton, fur, etc.
   As hard as ... a rock, a board, cement, a stone etc.
   As light as ... a feather, air, an empty box, etc.
   As big as ... an elephant, a giant, a tall tree, etc.
   As hungry as ... a horse, a bear, etc.
   As tiny as ... an ant, a flea, etc.
   As quiet as ... snow, a mouse, etc.
   As pretty as ... a flower, a picture, etc.

4. Code backs of grandfather-grandchildren for self checking.

5. Prepare box and label for storage.

DIRECTIONS: Help the grandfather bunnies find their grandchildren! Read the phrase on each grandfather bunny; then find the words to complete the phrases. Look at the backs to check yourself.

SKILL: Idioms

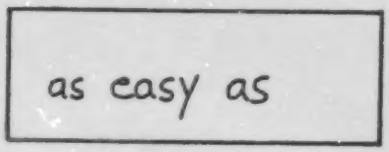
TITLE: As Easy as Pie

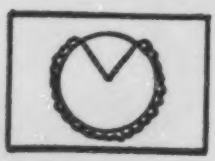
OBJECTIVE: To have children practice the use of figurative speech.

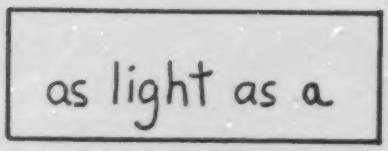
MATERIALS: Posterboard (any color), scissors, marker (black), pictures from old magazines and workbooks, glue (optional), clear, self-adhesive plastic, box and label for storage.

PREPARATION:

1. Measure twelve 3" x 5" strips of posterboard.
2. On each strip print a phrase. Examples are:
   as easy as
   as light as a
   as soft as
3. Cover with plastic and cut out.
4. On twelve 3" x 3" squares of posterboard glue or draw pictures which would correspond to the phrases. Cover with plastic before cutting.







5. Code the phrases and matching pictures on the back.
6. Prepare box and label for storage.

DIRECTIONS: Read each phrase on the cards. See if you can find a picture to go with each one. Check yourself by looking on the back of the card and picture.

VARIATION: This particular activity may be used as a group game.

SKILL: Idioms

TITLE: Idioms

OBJECTIVE: To have children demonstrate the understanding of idioms by correctly matching phrases.

MATERIALS: Worksheets with two columns of phrases to be matched.

PREPARATION: Compile a list of sentences which contain idiomatic phrases. Separate the idiomatic expressions from the rest of the sentence and put them into two columns.

DIRECTIONS: Ask the child to match the initial part of the sentence with the proper idiom.

SKILL: Main Idea

TITLE: Identifying the Main Idea

OBJECTIVE: To identify the main idea by selecting a thought that most clearly describes the contents of the paragraph.

MATERIALS: Worksheet(s) with paragraphs and summary statements.

PREPARATION: Select paragraphs and write several statements one of which describes the main idea of the paragraph.

Example: The doctor was in the best condition. He looked especially strong and young. The resemblance between him and his daughter Mary was very strong at times, and as they sat side by side, she leaning on his shoulder and he resting his arm on the back of her chair, it was very easy to trace the likeness. The central idea is:

a. The doctor's good health
b. Resemblance of the doctor and his daughter
c. Father-daughter relationship

DIRECTIONS: Ask the child to read the paragraph and then select the statement which most accurately describes the main idea of the paragraph.

SKILL: Main Idea

TITLE: Giving the Paragraph a Title

OBJECTIVE: To identify the main idea of a paragraph by selecting a title for it.

MATERIALS: Construction paper, books, magazines, newspaper, glue, scissors.

PREPARATION: Select paragraphs from books, magazines or newspapers and mount them on construction paper.

DIRECTIONS: Have the child read a paragraph and then ask them to select a title for the paragraph.

SKILL: Main Idea

TITLE: Writing Telegrams

OBJECTIVE: To identify the main idea of a paragraph by describing it in as few words as possible.

MATERIALS: Pencil, paper, stories

PREPARATION: Select stories to read

DIRECTIONS: Ask the child to read a story and then ask them to write a telegram describing the task. In doing so, they will need to use as few words as possible and thus include only the major ideas. Reading the telegrams to other children might possibly encourage other children to read the story.

SKILL: Finding Details

TITLE: Recalling Details

OBJECTIVE: To have children details in the material they read.

MATERIALS: Worksheets with paragraphs and questions on ther, pen/pencil.

PREPARATION: Select paragraphs to be read and prepare questions on the paragraphs.

DIRECTIONS: Ask the child to read the paragraph(s) and then answer the questions which follow.

Example: In 1492, Columbus left Spain with three small ships. He wanted to find a new route to India. After many months at sea, land was sighted. Columbus called the strange people who lived on this land Indians because he thought he had reached India. The land he had found was America but the people who lived here when he found this country are still called Indians.

Why do we call the people who lived in America when Columbus landed, Indians?

a. Which of the following facts are you to find?
   .....The year Columbus sailed from Spain.
   .....The number of months at sea.
   .....Why the natives are called Indians.

b. Which of the following facts are in the paragraph just read?
   .....The number of days Columbus was at sea.
   .....Columbus found a new route to India.
   .....Columbus thought he had landed on the shores of India.

c. Which of these questions are answered by facts in the paragraph?
   .....Where did Columbus land?
   .....Why is this country called America?
   .....Why did Columbus set sail from Spain?

SKILL: Finding Details

TITLE: Mobiles of Stories

OBJECTIVE: To enable children to identify the major ideas in a story

MATERIALS: Story books, construction paper, scissors, string, hole puncher if available, pen, magic marker or crayons.

PREPARATION: Select stories to be read.

DIRECTIONS: Ask the child to read the story and then select important details in the story. Then have them make a mobile from the details in the story. The children can use a large shape or design for the main idea of the story and then use smaller shapes or designs to include the important facts or details in the selection. By looking at the mobile the children will be able to see how details support the main idea.

SKILL: Finding Details

TITLE: Finding Evidence

OBJECTIVE: To find details that will support a thought or idea.

MATERIALS: Tests and statements regarding the text.

PREPARATION: Select text passages and write statements which be supported by details in the text.

DIRECTIONS: Ask the child to read the text and then find the details which will support the statements listed after the text.

The format for this exercise might be as follows:

In the story we discover that:

a. Hubert forgot his former companion.
b. Hubert performed a brave deed.
c. The route was very difficult.

Evidence for *a* is .....
Evidence for *b* is .....
Evidence for *c* is .....

SKILL: Cause and Effect

TITLE: Implied Cause

OBJECTIVE: To have the children determine the probable cause of an event.

MATERIALS: Worksheets with paragraphs and questions, pencils.

PREPARATION: Collect several paragraphs and write multiple choice questions that children would be able to answer based upon what was implied or stated in the paragraph. An example might be:

> Late one winter, Mr. Rabbit heard wild geese honking high overhead. He looked up and saw them flying to the north. He thought, "Spring is coming."
>
> Why did Mr. Rabbit think that spring would come soon?
>
> a. He heard some honking.
> b. He saw some geese flying north.
> c. He was lonely.

DIRECTIONS: Ask the child to read the paragraph and answer the questions based on the paragraph.

SKILL: Cause and Effect

TITLE: Cause and Effect

OBJECTIVE: To enable children to see the relationship between the cause and effect of an event based on what is presented in a paragraph.

MATERIALS: Worksheets with paragraphs and questions, pencil.

PREPARATION: Collect several paragraphs and then write some questions based on the paragraphs. Some examples might include:

a. If Mary had gone to the market place, she would have heard _____

b. If Jane had not waited so long, she would have _____

DIRECTIONS: Ask the child to read the paragraph and then answer the questions based on the paragraphs.

SKILL: Cause and Effect

TITLE: Matching Cause and Effect Phrases

OBJECTIVE: To determine the relationship between two phrases based on cause and effect.

MATERIALS: Paragraphs with phrases to be matched.

PREPARATION: Collect paragraphs to be read by the children and then write phrases to be matched. The following example could be used as a guide.

Example: Two cruel brothers wanted to get rid of the third one. They wanted to send him to free the princess because they thought the giants would kill him. A fairy came to Jack's rescue. He used a pearl necklace to climb out of the window. The necklace stretched to the ground. Jack took the princess for his bride.

Match these phrases:

The cruel brothers sent Jack off because
Jack saw through the castle wall because
Jack could walk down the wall because
The princess got to earth safely because

the shoes did not slip.
they hated him.
the necklace stretched.
he had magic glasses.

DIRECTIONS: Ask the child to read the paragraph and then correctly match the phrases.

SKILL: Making Judgments

TITLE: Choosing the Best Answer

OBJECTIVE: To assist children in making judgments about situations or statements.

MATERIALS: Worksheets with questions and possible answers.

PREPARATION: Prepare a variety of questions with several possible answers for each qestion. Answers should provide the children with an opportunity to judge which answer is best.

DIRECTIONS: Ask the child to choose what he or she feels is the best answer to the question. All answers are possible. Sample questions include:

a. Father works for us because

_____ he is big
_____ he loves us
_____ he has to work

b. The flowers make

_____ our yard pretty
_____ us work and work
_____ us pick them

SKILL: Making Judgments

TITLE: Deciding on Reality

OBJECTIVE: To provide children with an opportunity to decide on what is reality and what is not.

MATERIALS: Worksheet with a variety of situations described on it.

PREPARATION: Prepare a list of situations some of which are real situations and some of which can only be found in storybooks. Situations might include:

a. a merry-go-round in a park
b. a woman talking to herself
c. a rooster that can wake the sun
d. a pig making herself a pie
e. a pig rolling down the hill in a churn
f. two wagons tied together
g. a country mouse than can talk

DIRECTIONS: Ask the child to underline those statements which can only be found in storybooks.

SKILL: Making Judgments

TITLE: Deciding Which to Do

OBJECTIVE: To have the child make a judgment on how he or she would act in in a particular situation.

MATERIALS: Index cards, pen.

PREPARATION: Create situations such as the one listed below. Provide alternative ways of acting for each situation.

DIRECTIONS: Present the situation to a group of children and ask them to discuss what they would do in that particular situation. A sample situation might involve the following:

> Bobby was only a year old. He watched the children playing games in the room. Suddenly he began to cry. Would you talk to Bobby and try to find out why he was crying or would you rush to

SKILL: Summarizing

TITLE: Summarization

OBJECTIVE: To provide children with practice in summarizing information.

MATERIALS: Reading material, paper, pen.

PREPARATION: Select several paragraphs long enough to be summarized. An example is listed below.

DIRECTIONS: After reading the paragraph, write a short summary about it.

Example:

When Henry Ford was a young man, he found it much more interesting to mend clocks and watches for the neighbors than to play out-of-doors with the other boys his own age. Some of the tools he used in repairing these watches and clocks were shingle nails, knitting needles, and a pair of tweezers made out of a corset stay.

When Henry Ford was twelve, he saw a road engine attached to a threshing machine. This was one of the things which served as an incentive for his interest in the gasoline engine for the automobile.

At the age of sixteen, he left the farm and went to work in a machine shop. His father gave him a forty acre farm when he was twenty-one, hoping his son would discontinue working with machines. However, his interest in machines was far greater than his interest in farming, and so he left his farm and went to work for the Edison Illuminating Company as chief engineer.

Ford became very interested in the horseless carriage, and he decided to build one himself. He worked on this every night until he had it completed. His first car was completed in May, 1896, and he tried it out on the dirt roads to see if it really worked. He sold this car for $200 and with the money, he started to build another car.

Cars that were being manufactured at that time were expensive, and Ford wanted to build a car within the reach of the average family income. It was difficult to raise enough money to open a plant and start manufacturing, so he built two racing cars to get people interested in his company. Finally, in 1903, the Ford Motor Company was formed.

SKILL: Summarizing

TITLE: Summarizing the News

OBJECTIVE: To enable the child to read the news and summarize what has been read.

MATERIALS: Newspaper, pen, paper.

PREPARATION: Select a section of a newspaper or currents events magazine for your child to read.

DIRECTIONS: Ask the child to read the news and then summarize the current events.

SKILL: Summarizing

TITLE: Book Report

OBJECTIVE: To provide the children with an opportunity to summarize information.

MATERIAL: Books, pen, paper.

PREPARATION: Select with your child a book to read.

DIRECTIONS: Ask the child to read the book and then prepare a report about it. The report could be either written or oral.

SKILL: Classification

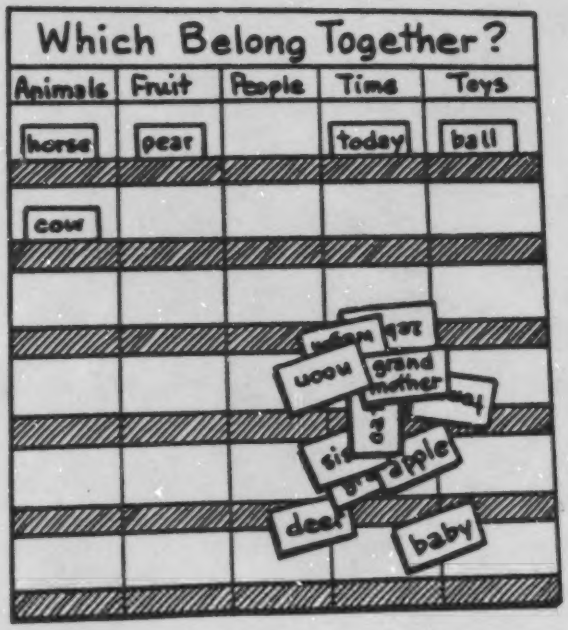
TITLE: Words That Belong Together

OBJECTIVE: To have children sort words according to categories.

MATERIALS: A gameboard with word cards.

PREPARATION:
1. Obtain (or cut) a piece of cardboard measuring 8 3/4 X 12 inches.
2. Mark off spaces on this cardboard measuring 1 3/4 X 1 1/4 inches.
3. Write the title "Which Belong Together" at the top of cardboard and write five categories below the title.
4. Write words belonging in this category on 1 X 1 1/2 inch strips.

DIRECTIONS: Ask the child to place words in the appropriate categories.



SKILL: Classification

TITLE: Find the Right Words

OBJECTIVE: To have the children distinguish which words belong to a group and which words don't.

MATERIALS: Paper, pencil.

PREPARATION: Prepare a series of word groupings in which three words are related and one word is not. A sample format is included below.

nickel dime	penny roof	branch hammer	bark leaves	hung pie	cake cookie
jump step	hop bite	sled skates	flour scooter	churn roof	chimney door
soft gentle	quiet harsh	great tiny	big large	roar whisper	scream cry

SKILL: Classification

TITLE: Classification of Ideas

OBJECTIVE: To have children identify words which belong together.

MATERIALS: Index cards

PREPARATION: Prepare a list of questions with a series of words after each question. Some words should answer the questions and some words should not belong. Some examples are provided below:

What Would You Find?

1. What can you see on a street? ....a truck ....a table ....a car
2. What is good to eat? ....a ball ....a cookie ....a pear
3. What has long ears? ....a calf ....a rabbit ....a dog
4. Where can you find a tulip? ....in a garden ....in school ....in a ball

DIRECTIONS: Have the child circle the correct answers.

SKILL: Outlining

TITLE: Organizing Ideas

OBJECTIVE: To provide children with an opportunity to outline information.

MATERIALS: Worksheet with category headings and words to be placed under these headings.

PREPARATION: Create a list of headings and then make a list of words that fit under these headings. Some examples might include:

Headings: Animals, People, Things we use

Words: grandmother, bottle, horses, wagon, trunk, chairs, captain, monkey, mice.

DIRECTIONS: Ask the child to put the above words in the outline mentioned above.

SKILL: Outlining

TITLE: Outlining a Story.

OBJECTIVE: To enable the child to organize information by selecting main and supporting points in a story.

MATERIALS: Book or short story, pen, paper.

PREPARATION: Select a book or short story for your child to read. Gather pen and pencil.

DIRECTIONS: Ask your child to read the story or book and then ask him or her to select major headings for the story. Then complete the outline with supporting points under each major heading.

SKILL: Outlining

TITLE: Outlining a Learning Experience.

OBJECTIVE: To develop a child's outlining skills by asking them to create a lesson plan on a topic of interest to them.

MATERIALS: Pen, paper, worksheet.

PREPARATION: Prepare a worksheet in the following manner:

Lesson Outline

Name:
Topic:
Date:

Instructions: Develop an outline on a topic of interest to you that you could present to your class or some friends. Your outline should have information on the folliwng areas:

I) Anticipated outcomes; II) Preparation for the Presentation; III) How the material will be presented; IV) Evaluation; V) Source Materials.
(The rest of the page is blank so that the child can fill in the outline.

DIRECTIONS: Ask the child to fill in the information on the top of the sheet and then develop an outline of a lesson plan based on the headings listed on the sheet.

SKILL: Paragraph Organization

TITLE: Recognizing the Author's Organization

OBJECTIVE: To have children learn the various types of paragraph organization and to apply this knowledge to specific paragraphs

MATERIALS: Handout describing the various forms of paragraph organization, a variety of handouts to organize.

PREPARATION: Select paragraph for your children to read. Provide a copy of the paragraph organization patterns listed below.

a. Problem solving--The author gives a problem and presents some possible solutions, or he may let the reader solve the problem by himself. You use this organization in arithmetic, social studies, and science. Mystery stories usually have this form of organization.
b. Chronological or time-sequence--The author tells the story in the order in which the events took place.
c. Spacial--The author describes the details in the order in which the person sees them. Geography is usually written this way.
d. Comparison and contrast--The author expects the reader to notice similarities and differences in the information discussed.
e. Enumeration--This is one of the easiest forms of organization to follow. The author tells how many things he will discuss and then does so.
f. Logical--This is one of the more difficult forms of organization. The author expects the reader to find the reason and then find out how it applies to the information. The reader goes from the known to the unknown, or he may go from the unknown to the known facts.

DIRECTIONS: Ask your child to read the paragraphs you have selected and then determine its pattern of organization.

SKILL: Paragraph Organization

TITLE: Selecting Examples of Various Paragraph Organization Styles

OBJECTIVE: To develop a child's recognition of the various paragraph recognition styles.

MATERIALS: Any reading material - textbooks, books, newspapers, magazines, etc., listing of various paragraph organization styles, paper, pen.

PREPARATION: Select reading material for your child to look through.

DIRECTIONS: Ask your child to find an example of each paragraph organization style in the materials provided.

SKILL: Paragraph Organization

TITLE: Writing in various paragraph styles.

OBJECTIVE: To provide children with practice in writing according to various paragraph organization styles.

MATERIALS: Pen, paper, handout describing various paragraph organization styles.

PREPARATION: None

DIRECTIONS: Ask your child to select a specific paragraph organization style and write a paragraph in that style.

SKILL: Notetaking

TITLE: Take a Message!

OBJECTIVE: To develop notetaking skills.

MATERIALS: A list of messages, paper, pen.

PREPARATION: Prepare a list of messages that can be dictated to your child.

DIRECTIONS: Tell your child that you would like him or her to take a message. Give your child the message and have him or her write it down.

SKILL: Notetaking

TITLE: Take Note!

OBJECTIVE: To develop notetaking skills

MATERIALS: Paper, pen, lecture notes.

PREPARATION: Prepare a presentation and an outline of the major points of the presentation.

DIRECTIONS: Give the presentation to your child and have them take notes on what you've said. Afterwards, compare your outline of major points with the notes your child has taken.

SKILL: Notetaking

TITLE: Attend a Lecture

OBJECTIVE: To develop notetaking skills

MATERIALS: Paper, pen.

PREPARATION: Find out where you and your child can attend a presentation on a topic of interest to your child.

DIRECTIONS: Attend the presentation and make sure both of you take notes during the talk. Compare notes when you get home.

SKILL: SQ3R

TITLE: Learning the SQ3R Method.

OBJECTIVE: To help the child become familiar with the SQ3R method.

MATERIALS: A description of the SQ3R Method, practice assignment.

PREPARATION: Make available a copy of the description of the SQ3R method for both you and your child. A description is attached.

DIRECTIONS: Both you and your child read the description of the SQ3R method and then discuss how it is done. Practice using it together on the assignment you selected.

SQ3R is a very effective study method.[90] The basic components of SQ3R are:

S for *Survey*

Q for *Question*

R for *Read*

R for *Recite*

R for *Review*

Survey refers to skimming through the content so the reader has a general idea or overview of the selection. Surveying allows the reader to anticipate the ideas that will be introduced by the author later in the selection. The reader should make use of headings and subheadings in order to survey the author's main ideas and organization of the content. The introduction and the summary also provide an overview for students. Graphic aids, if included in the discussion, should also be examined during the survey.

During the *questioning* phase, readers identify purposes to guide and organize their reading. They can change headings and subheadings into questions. If the selection does not have these features, the reader should develop questions from the introductory and/or the summary paragraph. Readers should keep a written record of their questions.

Students should *read* to answer the questions developed in the previous step.

Students should *recite* aloud to answer questions. Many students benefit from taking a pause in their reading to recite answers to questions about the selection. Thus reciting helps the reader clarify ideas. Readers should always recite answers in their own words and should think of examples to support their responses.

Students should *review* the assignment immediately following the reading activity to reinforce any ideas and thoughts they may have. During this step, readers should make notes or outlines summarizing the author's important ideas. Any paragraphs that were unclear should be reread. An additional review within 24 hours is very effective for material retention.

The SQ3R study method is applied to a selection in the following example.

Application of the SQ3R Study Method

Food

Food is an important daily requirement of human beings. Food provides us with the energy we need for work and play. Food makes us grow. All living things need food to live and grow.

Kinds of Food

There are many kinds of food in the world. Foods are derived from plants and animals. Pineapples, tomatoes, oranges, and potatoes are some examples of foods from plants. Eggs, meat, and cheese are foods from animals. A supermarket is a storehouse of food from various parts of the country.

Survey: Read the title and subtitle. The article is about food and kinds of food.

Question: Why is food important? What are the major sources of food?

Read.

Recite: Food is important because it gives us energy and makes us grow.

Review: Try to recall the ideas discussed without looking again at the selection. Give examples of different types of food. Be sure to review the lesson again within 24 hours.

SKILL: SQ34

TITLE: Explaining the SQ3R Method

OBJECTIVE: To deepen a child's understanding of the SQ3R Method by explaining it to others.

MATERIALS: A description of the SQ3R Method and a practice assignment.

PREPARATION: Make sure a description of the SQ3R method is available and select a practice assignment.

DIRECTIONS: Have your child explain to another child or group of children the SQ3R method.

SKILL: SQ34

TITLE: Using the SQ3R Method

OBJECTIVE: To provide the children with practice in

MATERIALS: A textbook that your child is using.

PREPARATION: None

DIRECTIONS: Ask your child to study a chapter in his or her textbook and then write down how he or she studied that chapter by using the SQ3R method.

SKILL: Location of Information (Table of Contents)

TITLE: Using the Table of Contents

OBJECTIVE: To introduce children to the information that can be found in the table of contents.

MATERIALS: Worksheet with questions about a specific table of contents, paper, pen.

PREPARATION: Select several books and write questions similar to the following on those table of contents.

Table of Contents

The Spotted Dog 3
The Robin's Nest 7
The First Bluebird.....13
The Little Black Pig 18
The Read Automobile .....22 etc.

1. On what page will you find a story about a dog?
2. On what page will you find a story about a pig?
3. On what page will you find a story about a bird?
4. On what page will you find a story about a car? ..., etc.

DIRECTIONS: Ask you child to answer the questions provided based on the table of contents.

SKILL: Location of Information (Indexes)

TITLE: Learning to Use the Index

OBJECTIVE: To provide children with practice in using indexes.

MATERIALS: Books containing indexes, pen, paper.

PREPARATION: Choose some topics from the index of the book you selected.

DIRECTIONS: Ask your child to look up the topics you selected from the index and write down the page(s) on which they appear.

SKILL: Location of Information (Reference Books)

TITLE: Finding Information in Reference Books

OBJECTIVE: To have children understand that there are a variety of reference books available for their needs in locating information.

MATERIALS: Questions about a topic to be researched, paper, pen.

PREPARATION: Select a topic to be researched and plan a good time for you and your child to go to the library.

DIRECTIONS: Go to the library and find the Reference Section or ask a librarian for help. Locate the needed information, make notes on it and write down your sources of information.

SKILL: Use of the Library (Card Catalog)

TITLE: Finding Books on Specific Subject Areas

OBJECTIVE: To provide children with practice in the subject area section of the card catalog.

MATERIALS: Pen and paper to jot down findings.

PREPARATION: Select a topic to research and plan a date to go to the library with your child.

DIRECTIONS: Go to the library and find the appropriate subject headings. Write down the names, authors and call numbers of the books in that topic area. Take the books from the shelf to see if they are what you want or need.

SKILL: Use of the Library (Card Catalog)

TITLE: Finding Specific Authors in the Card Catalog.

OBJECTIVE: To enable children to locate books by a particular author in the card catalog.

MATERIALS: Pen and paper to write down findings.

PREPARATION: Select authors to be looked up in the card catalog and plan a time to go to the library with your child.

DIRECTIONS: Go to the library and ask your child to find specific authors in the card catalog.

SKILL: Use of the Library (Card Catalog)

TITLE: Finding Titles in the Card Catalog

OBJECTIVE: To enable children to locate a book in a card catalog by its title.

MATERIALS: Pen and paper to write down findings.

PREPARATION: Select titles of books to be checked in the card catalog and plan a time to go to the library with your child.

DIRECTIONS: Go to the library with your child and ask him or her to find specific titles in the card catalog.

SKILL: Use of Other Reference Materials

TITLE: Using the Telephone Book

OBJECTIVE: To acquaint children with the information that is available in the telephone book.

MATERIALS: The telephone book.

PREPARATION: Obtain a copy of the telephone book.

DIRECTIONS: Ask your child to find what information is available in the telephone book. Things to look for might include information on how to make a long distance phone call, finding advertisements in the yellow pages, locating and understanding the purpose of the guide words and determining how one might go about selecting a florist, an appliance dealer, a car dealer, etc.

SKILL: Use of Other Reference Materials

TITLE: Using the Almanac

OBJECTIVE: To familiarize students with what information is contained in the almanac.

MATERIALS: An almanac.

PREPARATION: Obtain an almanac. If you do not have one at home, you may find one at the library.

DIRECTIONS: Have your child look through the almanac and find something that is interesting to him or her. Point out that the index is in the front of the book and ask your child why that might be so. Also, have them look at the major topics and subheadings on a particular page of the index. After they have had a chance to familiarize themselves with the index, ask them where they would find certain topics such as the following:

1. The population of California.
2. How old one has to be to get married in New Hampshire.
3. How many farms are in Ohio.
4. The population of Carson City, Nevada.
5. The population of the United States in 1890 and 1970.

Conclude the activity by asking your child why we have almanacs and why a new edition is presented each year.

SKILL: Use of Other Reference Materials

TITLE: Reference Books

OBJECTIVE: To make children aware of the information available in different reference books.

MATERIALS: Various reference books such as telephone books, almanacs, different volumes of encyclopedias, thesauri or dictionaries. You may collect these at home or go to the library to look at these books.

PREPARATION: Collect the books or plan a trip to the library with your child.

DIRECTIONS: Sit down with the various reference books and ask your child to look through the books and be ready to tell you what information is in them and when that particular information might be needed. This could be a group activity where each child receives a book, finds the information and then reports back to the group.

SKILL: Drawing Conclusions

TITLE: Giving Reasons for Actions

OBJECTIVE: To have children draw conclusions based on passages they have read.

MATERIALS: Reading materials, questions.

PREPARATION: Select a variety of reading passages and develop questions based on the passages. The questions should be based upon material in the passage.

DIRECTIONS: Ask child to read the paragraph and then have them answer the questions provided.

Example: The bear hurried down the shady path when he saw some bees flying overhead. They were heading straight for their home. "Mmmm! Some honey for my supper," said Mr. Bear.

Why did Mr. Bear think he would have honey for his supper?

.....He smelled honey.

.....He knew he could follow the bees home and find honey.

.....He knew his wife would have some honey waiting for him.

SKILL: Drawing Conclusions

TITLE: What Would Happen If?

OBJECTIVE: To have children draw conclusions.

MATERIALS: Index cards, pen.

PREPARATION: Prepare several questions with which children can discuss various outcomes to different situations. Some possible questions include:

1. What would happen if it never rained?
2. What would happen if schools did not exist?
3. What would happen if all televisions were destroyed?
4. What would happen if you did not have a name?
5. What would happen if there were no clocks.

DIRECTIONS: Ask a group of children to discuss one of the prepared questions.

SKILL: Drawing Conclusions

TITLE: Solving Riddles

OBJECTIVE: To have children determine the name of an object based on the clue (or clues) given.

MATERIALS: Worksheets with sentences similar to the following on it.

DIRECTIONS: The child reads the clues and surmizes the name of the object.

Example: What is it?

a. Smoke comes out of it. .....
b. Bees make it. .....
c. We use it in cold weather. .....
d. We go there to swim. .....

SKILL: Distinguishing Fact from Opinion

TITLE: Writing Fact and Opinion Statements

OBJECTIVE: To provide the child with an opportunity to distinguish fact from opinion by writing statements which are fact and opinion.

MATERIALS: Pen and paper.

PREPARATION: None.

DIRECTIONS: Ask the child to write ten sentences, five of which are fact and five of which are opinion statements and have him or her label which is which.

SKILL: Distinguishing Fact from Opinion

TITLE: Fact or Opinion?

OBJECTIVE: To help children distinguish fact from opinion.

MATERIALS: Either a list or worksheet with statements of fact and opinion.

PREPARATION: Create a list of statements - some of which are fact and some of which are opinion. The following list provides some examples:

1. The Miami Dolphins have the best football players.
2. Harry's hair is too short.
3. All teachers love children.
4. Palm trees grow in Florida.
5. Every family should have a pet.
6. Two plus two equals four.
7. Horses are animals.
8. The President is doing a nice job.
9. Cigarette smoking is dangerous to your health.
10. Children should get to bed at seven o'clock.

DIRECTIONS: Ask the child to read each statement and then determine whether it is fact or opinion. Have the child mark "F" if it is fact or "O" if it is opinion.

SKILL: Distinguishing Fact from Opinion

TITLE: Current Events

OBJECTIVE: To help the child realize that newspapers contain both fact and opinion.

MATERIALS: Daily newspaper, scissors, construction paper, glue.

PREPARATION: Select various news articles and editorials from the local newspaper and mount them on the construction paper.

DIRECTIONS: Ask the child to read several articles from the newspaper and then have them tell you whether it is a factual story or whether it is someone's opinion. You might also ask whether the child feels the news articles are totally factual as well.

SKILL: Detecting Propaganda

TITLE: Tall Tales

OBJECTIVE: To enable children to detect propaganda in the form of exaggerations.

MATERIALS: Some tall tales, worksheet with two columns - one with the heading "exaggerations" and the other with the heading "facts", pen.

PREPARATION: Collect some tall tales and prepare the worksheet.

DIRECTIONS: Ask the child to read the tall tales and then ask them to cite examples from the story that indicate facts and exaggerations in the story.

SKILL: Detecting Propaganda

TITLE: Try it, You'll like it.

OBJECTIVE: To enable the child to become aware of how manufacturers try to influence their decisions in making purchases.

MATERIALS: Empty cereal boxes, labels from cans or any other product label.

PREPARATION: Collect labels from various products that show ways manufacturers try to influence purchases.

DIRECTIONS: Ask the child (it might be better to have a group for this exercise) to state the ways manufacturers use packaging to influence purchase decisions.

SKILL: Detecting Propaganda

TITLE: Buy Me!

OBJECTIVE: To enable the child to detect propaganda techniques.

MATERIALS: Advertisements from different newspapers and magazines that illustrate different prop ganda techniques, 4 folders, construction paper, glue, scissors.

PREPARATION: Cut out advertisements from various magazines and newspapers and paste them on pieces of construction paper. Label the folders with the following titles: 1) "Jump on the Bandwagon", 2) "Testimonials by famous people", 3) "Slogans", and 4) "Appeals to Status."

DIRECTIONS: Ask the child to determine which propoganda technique is used in each advertisement and then have him or her place it in the proper folder. The ads and the folders could be color-coded so the activity could be self-correcting.

SKILL: Predicting Outcomes

TITLE: Choosing the Right Ending

OBJECTIVE: The children will learn to predict the outcome of a story by matching short stories with the right endings.

MATERIALS: Short stories, cardboard sheets, scissors, and paste.

PREPARATION: Short stories are pasted on cardboard sheets. The conclusions of these stories are put on another card.

DIRECTIONS: The children are to read the stories and the conclusions and then match the stories with the endings.

SKILL: Predicting Outcomes

TITLE: Determining the Ending of the Story

OBJECTIVE: The children will learn to determine the ending of a story by choosing from several endings.

MATERIALS: A story with several different endings to the story.

PREPARATION: Duplicate a story along with several endings to the story.

DIRECTIONS: Ask the children to read the story and then pick which would be the best conclusion.

SKILL: Predicting Outcomes

TITLE: What Is Going to Happen?

OBJECTIVE: The children will learn to predict the outcome of a story by reading a story without an ending.

MATERIALS: A story without an ending. The ending will be on a separate sheet of paper.

PREPARATION: The story and the ending is duplicated.

DIRECTIONS: The children are to read the story and to write the conclusion they think should be given to the story. They may give their predictions orally if they wish. The reasons for their answers should be given. The children can then check their answers with the stories orginal endings.

SKILL: Reading to Appraise or Analyze

TITLE: Analyzing Materials Read

OBJECTIVE: To provide children with an opportunity to analyze what they've read.

MATERIALS: Books, magazines, newspapers or any reading material that can be open to interpretation.

PREPARATION: Select some reading material to be analyzed and then prepare some questions with which the child can analyze what has been read. Simple questions might include: "How would you interpret line _____ on page _____?" or "Why did Mary act as she did?"

DIRECTIONS: Ask your child to read the material that was selected and answer the questions provided.

SKILL: Reading to Appraise or Analyze

TITLE: Analyzing an Event

OBJECTIVE: To provide children with an opportunity to analyze situations.

MATERIALS; History book or a current magazine or newspaper, pen, paper.

PREPARATION: Select a history book, magazine or newspaper that describes world or national events. Ask you child to read about a particular event and then analyze the situation surrounding it including why it happened, different people's motivations in the situation, possible outcomes of the situation, etc.

SKILL: Reading to Appraise or Analyze

TITLE: Character Analysis

OBJECTIVE: To provide children with the opportunity to analyze a character.

MATERIALS: Story, pen, paper.

PREPARATION: Select a story with several characters.

DIRECTIONS: Ask your child to select a character from the story he or she has read. Ask them then to analyze the character in terms of personality traits, their actions and why they behaved the way they did, their interaction with other people and ask them to give any other insights they have noted.

SKILL: Oral Reading

TITLE: Play It Again

OBJECTIVE: To provide children with an opportunity to read orally.

MATERIALS: Tape recorder, tape, material to be read.

PREPARATION: Obtain a tape recorder and help select a story if necessary.

DIRECTIONS: Ask your child to read a selection into the tape recorder. After doing so, they should listen carefully to notice what they did well and what needs improvement. Have them reread the same selection using their own suggestions or ideas from other children.

SKILL: Oral Reading

TITLE: Let Me Entertain You

OBJECTIVE: To provide children with the opportunity to read orally.

MATERIALS: A short story or other selection of interest to your child.

PREPARATION: Select a story to be read aloud.

DIRECTIONS: Ask your child to read a passage aloud to you. Other children could benefit form hearing stories read aloud as well.

SKILL: Oral Reading

TITLE: Radio Plays

OBJECTIVE: To provide children with practice in reading orally.

MATERIALS: A play at your child's level for him or her to read.

PREPARATION: Select a play for your child to read. Ask some other children to join in. The children could also write their own play.

DIRECTIONS: Give the children the play and help them to select parts. Have them practice the play and then present it in the neighborhood, at school or in some other appropriate place.

SKILL: Silent Reading

TITLE: Family Reading Time

OBJECTIVE: To develop a child's silent reading skills.

MATERIALS: Reading material for each family member.

PREPARATION: Make sure each family member has something to read and plan a specific time for the family to read together.

DIRECTIONS: At an agreed upon time, the family gathers and spends some time reading together silently.

SKILL: Silent Reading

TITLE: Library Trips

OBJECTIVE: To encourage silent reading in children by providing them with opportunities to get books.

MATERIALS: Library card.

PREPARATION: Plan a time to go to the library with your child.

DIRECTIONS: Go to the library with your children and help them select some books they can read silently.

SKILL: Silent Reading

TITLE: Book Club

OBJECTIVE: To encourage silent reading by sharing books with friends.

MATERIALS: Books selected by your children and their friends.

PREPARATION: Provide a time when your children and their friends can get together and help them select books to share if necessary.

DIRECTIONS: Ask your child and his or her friends to read some books on their own and then come together to share what they've read. Encourage them to share books with one another.

CREDITS

The National Italian American Foundation wishes to acknowledge the following publications for their contributions to this list of activities. The numbers listed after each publication indicate which activities were taken from that particular publication. Activities not listed below were contributed by the staff of the Italian American Parent Training Institutes.

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